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# A survey of parent attitudes towards the evaluation process of Chapter 766 in the town of Brookline.

Nathaniel J. Resnick

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A SURVEY OF PARENT ATTITUDES TOWARDS  
THE EVALUATION PROCESS OF CHAPTER 766  
IN THE TOWN OF BROOKLINE

A Dissertation Presented

By

Nathaniel J. Resnick

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May

1980

Education



Nathaniel J. Resnick 1980

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A SURVEY OF PARENT ATTITUDES  
TOWARD THE EVALUATION PROCESS OF CHAPTER 766  
IN THE TOWN OF BROOKLINE

/  
A Dissertation Presented

By

Nathaniel J. Resnick

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DEDICATION

Dedicated To  
My Family For Their  
Encouragement and Love Over  
All The Years --

My late father, Abram Resnick, L.L.D.,  
for inspiration.

## ACKNOWLEDGEMENTS

I wish to acknowledge the following persons whose contributions of time and attention greatly aided me in this research.

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work, especially Chairperson, Helen Dempsey and  
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To Marc and Michael Resnick, and my wife  
Suzanne for their faith and interest in this  
study.

## ABSTRACT

### A Survey of Parent Attitudes Towards The Evaluation Process of Chapter 766 In The Town of Brookline

(May 1980)

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M. Ed. Tufts University

Ed. D., University of Massachusetts

Directed by Dr. Harvey Scribner

The involvement of parents in their child's educational plan has increased with the advent of state and federal legislation. This investigator hypothesized that positive parent attitude about their involvement in their child's individualized educational plan (IEP) would be significantly related to parent satisfaction with the child's school program.

The parent questionnaire is the instrument used by the State Department of Education of Massachusetts to elicit parent perceptions of their involvement in the evaluation process. The parent questionnaire was used in the study to determine relationships between parents' perception of their involvement and satisfaction. In order for administrators to successfully help parents be aware of their rights; become fully participating members of their child's evaluation team:

have a unified position with school personnel regarding their child's educational program; they (the administrators) must be aware of any factors which might effect parent satisfaction.

The 27 presumed independent variables selected for this study which may have significant relationships with satisfaction were:

1. Receiving information
2. Informed of results of kindergarten screening
3. Meeting with school personnel
4. Parents' attendance and participation
5. Parent informed regarding bringing support personnel
6. Understanding test results
7. Parents' understanding of educational goals
8. Being informed about options upon receipt of educational plan
9. Completion of educational plan within the 30 day period
10. Educational plan sent within the 10 day period
11. Core evaluation review every year
12. Summary of last review
13. Child receiving all services
14. Written progress reports
15. Reports made clear to respondents
16. Informed of your child's progress
17. Helpfulness of information
18. Tell which special education teachers were working with

child

19. Tell which goals child had/had not attained during the past three months
20. Tell activities and methods used to assist child to reach goals
21. Tell what could be done to assist child to achieve goals
22. Tell what could be done if not pleased with way services for child were being carried out
23. Competency of driver to deal with special needs children
24. Appropriateness of transportation vehicle
25. Age
26. Level of Education
27. Economic level.

The procedures to obtain the data necessary for the analyses were: (a) working with the Parent Advisory Committee (PAC) to solicit answer to the questionnaire and (b) statistical analyses of the data.

Hypotheses were written for each of the 27 presumed independent variables and satisfaction. Each hypothesis for significance using the Chi Square Test for Independence. Where a significant level was found, the contingency coefficient was used to measure the extent of the relationship.

The analyses of the data indicated that the following variables were effective for satisfaction at the .05 level.



1. Receiving information
2. Meeting with school personnel
3. Being informed
4. Understanding the results of the test
5. Understanding the language and writing of the educational goals
6. Completion of the IEP within 30 days
7. Sending the educational plan for approval within 10 days
8. Receiving a core evaluation each year since initially receiving special education
9. Receiving a written summary of the last review
10. Receiving all services called for in IEP
11. Receiving written progress reports every 3 months
12. Clarity of written progress reports
13. Receiving other communication from school
14. Receiving information about child's progress
15. Ability to share information about which special education teachers were working with the child
16. Ability to share information about goals attained and not attained during past 3 months
17. Ability to share information about activities and methods being used to assist the child to reach goals



18. Ability to share information about what parents can do to assist in goal attainment
19. Ability to share information about what can be done if not pleased regarding services
20. Appropriateness of child's transportation vehicle
21. Level of education.

There were no significant relationships for any of the other hypotheses tested in this study.

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## C H A P T E R    I

### STATEMENT AND JUSTIFICATION OF THE PROBLEM

#### Introduction

The purpose of this study is to gather data about parent satisfaction with his/her child's Individualized Educational Plan (IEP) based on parent attitude toward their involvement with Chapter 766 procedures. Parent satisfaction as a function of age and level of education are other variables which will be investigated.

This investigator contends that the greater the positive parental involvement with the development of their child's IEP, the greater the likelihood of general satisfaction with the child's plan. Likewise this investigator asserts the higher the level of education of the parent the greater the likelihood of parental involvement with the development of the child's plan. This investigator has a high interest in parental age and level of education as it relates to attitudes of satisfaction, but at this time has no firm opinions as to the impact these factors may have on satisfaction.

Chapter 766 is a landmark law both as it effects the Commonwealth of Massachusetts and service to handicapped children. One of the strongest contributing forces that was behind the idea, the process, and the implementation

of Chapter 766 was the strident, vigorous action of organized parent groups across the state (Owens, 1975). No single law in recent educational history in this state commanded the attention of such a vocal minority as was the case during the development of this piece of legislation (Pistono, 1977).

Historically, handicapped children and adults in this state and across the nation were served in a variety of ways. Blatt and Garfunkel (1971) have shown that in Massachusetts much of the service provided was controlled by State Department of Education personnel and public school people whose attitudes, thoughts, and input to service for the handicapped included attempts to limit funding, avoid dealing with controversial issues directly and restrict the amount of service that was needed. The classical situation in this state was that children were placed in special segregated classes solely on the basis of their I.Q. score. The end product was educational service without clearly established goals. Most students were placed in settings with other students who had a wide range of educational handicaps. The literature clearly revealed that this was detrimental to the development of the individual child (Blatt & Garfunkel, 1971; Dunn, 1968). It was not until parents brought to the attention of the Great and General Court the conditions regarding the educational treatment for handicapped children did the legislative wheels begin turning to effect change

that resulted in the enactment of Chapter 766.

One of the earliest forerunners of Chapter 766 was the Massachusetts' report entitled Massachusetts Plans For Its Retarded (The Great and General Court of the Commonwealth of Massachusetts, 1968). The report in itself was a landmark study involving hundreds of professionals and citizen's groups who come together to provide the wisdom and political strength to insure the establishing of standards for the Commonwealth in regard to its retarded population. As a result of this report a reorganized mental health retardation bureau within the Commonwealth was established (Chapter 160, Acts of 166) which attempted for the first time to implement a regionalized approach for delivering service to the mentally retarded. Furthermore, the report established, at least in principle, the necessity to develop community alternatives to institutionalization. Most importantly, it placed the responsibility for the service delivery in the Department of Mental Health in an effort to guarantee implementation.

On September 1, 1970 Governor Francis Sargent signed into law House Bill 6087 updating terminology, definitions, and regulatory standards previously contained in bits and pieces of legislation (The Great and General Court of the Commonwealth of Massachusetts, 1970). This law further clarified the rights and privileges of the handicapped in

the Commonwealth and set standards for the parents' rights including, full access to records, informed consent and due process.

In 1971, three years before the formal enactment of Chapter 766, Blatt and Garfunkel (1971) stressed the need for an overall comprehensive special education statute which would rectify the Commonwealth's indifference to the educational rights of handicapped citizens. These researchers emphasized in the conclusion of their report that it was critical to normalize the environment for the handicapped by encouraging living at home whenever possible, involving parents in educational decisions regarding their children, and in general moving away from the restrictive special class.

It is important at this point to review a judicial decision that had direct impact, not only on Massachusetts but on states across the country. This decision was handed down in the case of Pennsylvania Association for Retarded Children v. Pennsylvania (Lippman & Goldberg, 1973) where a three judge Federal District Court handed down a decision that the state had to make provisions for all handicapped children and that the prior law in Pennsylvania was unconstitutional. The State argued that they had no obligation to educate children who were not considered educable. In the decision the Court made it very clear that it was the



obligation of the state to educate all children regardless of their functioning level. As a result of the decision, parent groups representing a wide range of disabilities gathered and worked together for the first time because they now realized public school education for their children was a right and an entitlement regardless of the students' disability.

Massachusetts' response to the obvious needs of the handicapped centered in the State Legislature when the Committee on Education held extensive public hearings and listened to parents' testimony prior to drafting of legislation. At one of these sessions there was a specific issue of a parent who described how she was told by the school that she would have to come to the school to be with her child during recess time and watch him and care for him during that period of time (Brief summary - Chapter 766 of the Acts of 1972). If she did not come, her son would not be able to integrate with the other youngsters during that period. It was quite clear at that point that it was necessary to include within the law provisions that required the school to provide a program for any handicapped child so that they (parents) would enjoy the same normal experience that a parent of a non-handicapped child could receive at that setting.

As the hearing continued, it was quite clear that provisions had to be built in to the regulations that

afforded parents' input into the process of their children's education at the local school level as well as at the state schools and institutions.

The Bartley-Daley bill of 1972 was the result of the hearings and this bill became the precursor of Chapter 766. It was clearly stated by the Associate Commissioner for Special Education that a parent advisory group be organized within each local educational city or town to both advise and monitor the special education program within their jurisdiction (Keynote address to Special Education Administrators, 1977).

#### The Brookline Experience

The Brookline Public Schools have had a tradition of both academic excellence and strong parent participation in many phases of its educational endeavors. Brookline was the first community nationally to implement early entrance examination for Kindergarten (Hobson, 1963). Hobson stated in his conclusions:

The scholastic superiority in elementary school of underage children, originally admitted to school on the basis of physical and psychological examinations, is continued and somewhat increased through high school. This conclusion is supported by the statistically significant margin by which both boys and girls in the underage ABT (Admission by Test) groups achieved high GPA's (Grade Point Average) and by the percentage graduated with honor (p. 167).

A recent program (1976-1980) was the Brookline Early Education Project (BEEP) which works with parents and infants. BEEP dealt with all children 0-5 years in the pilot study. This program was funded at the \$703,820 level by the Carnegie Corporation and the Robert Wood Johnson Foundation.

Brookline High School was the first public school to develop what is now called the "The House Plan" for decentralizing a large 2000 pupil building into four succinct groups with its own headmaster and administrative structure. In the academic year (1978-1979) Brookline was a recipient of a grant by the National Endowment for Humanities for \$123,961 to prepare a high school curriculum in semiotics for use in other high schools across the country.

The Public Schools of Brookline have a diverse population made up of children from a variety of racial and ethnic backgrounds. Based on the data contained in the School System Summary Report (1978), Brookline has a total school population of 6334; out of this total 566 are Black, 552 are Asian, and 151 are Hispanic. During the school year 1978-1979 the Brookline schools served 435 students whose primary language in the home was other than English including; 203 Chinese, 50 Spanish, 5 Greek, 10 French, 25 Hebrew, 22 Russian, 120 all other languages.

In response to the needs of a multi-ethnic community, which is adjacent to a large inner city, Brookline has written proposals and received funding for four programs which address the issue of group isolation and discrimination.

The Brookline School Department was a developer of the Metco Program that is designed to reduce racial isolation in suburban schools. During 1978-1979 Brookline Public Schools had the largest number of Metco children of all the 31 participating systems. In the October 1978 School Census, Brookline had 265 Metco children (School System Summary Report, 1978). This program was funded that year at \$367,124.

The Metropathway Program which received \$124,000 in 1978 was designed to develop innovative and sound educational programs which attracted students from urban and suburban areas from a variety of racial, ethnic, and socioeconomic backgrounds.

Brookline was awarded a \$17,245 grant in 1977-1978 to provide a functional and realistic avenue by which the schools and the community could address themselves to specific tasks. These tasks included understanding Chapter 622 and its implications, examining and utilizing the research pertaining to sex-role stereotyping, and focusing on alternative physical education programs which



would stimulate change and meet more adequately the needs of all students.

During the years 1977-1981 Brookline was one of the first school systems embarking on a program to teach the Holocaust for its seventh and eighth grade students.

Brookline has received \$125,025 to prepare a curriculum in this area. The Brookline schools would communicate to the public to other staff members in Brookline, and to the wider educational community, the results of this developmental work. This project was designed to help reduce group isolation and develop a better understanding of racial and ethnic discrimination.

#### Parent Involvement

Many of the programs that have been mentioned involved strong parent interest and the input from parent committees within the community. Strong parent interest was prevalent in special education in the recent past and one could easily be led into believing most parents felt they had been fully involved in the evaluation of their child and were satisfied with their child's educational program. In contrast this investigator believes many parents actually lived in fear of school administrations and had been reluctant to speak of their feelings and perceptions, sensing correctly or incorrectly that somehow their children might be punished if it was discovered that they

(parent) were critical of the school.

Pistono (1977) cited Kirp, Kuriloff and Buss (1975) who discussed at length in dramatic form the fallacious reasons for special educators excluding parents:

Special educators, while expressing their willingness to meet with a parent or representative at the admissions committee meeting, fear that the presence of an outsider might force bargaining further underground. The committee's handling of children, one program supervisor remarked is "just too impersonal for the average person to understand. . . It would appear cruel." The presence of such an outsider might also pose a threat to the committee's usual style of operation and more basically to the credibility of its decision (p. 15).

Parents were not only excluded from meetings that determined the programs that directly effected their children, but often were not even notified concerning the decisions that were reached. Abeson, Bolick and Hass (1975) described in their book Primer on Due Process what a parent told them concerning their child.

Harris, my only son, is ten and is somewhat small for his age but has always been very active, playing with friends in his neighborhood. Last spring I got a note asking me to come to school. The pupil adjustment counselor told me that Harris and another boy, who had once been his friend, had been fighting and that Harris was not to return to school for a week. When he returned to school he was immediately sent home again for no specific length of time, but with the message that he couldn't re-

turn again until he "learns to behave." When I again went to school to see his teacher, I learned that Harris had been placed in a class for retarded children since last year. I became very upset because I had never been told of this. I did get a note from someone last year saying that Harris was receiving some special help with his studies, but it said nothing about a class for retarded children (p. 5).

The problem was that the school perceived that parent involvement interfered in the orderly placement of students into suitable special classes. In fact the exclusion of parents heightened their dissatisfaction and contributed to their lack of acceptance, and hindered the process of proper placement of children in special education programs.

In an effort to deal with these problems there were several loosely organized groups of parents whose main interest was supporting programs for children who had a specific handicap such as, the Retarded Citizens of Massachusetts and the Association for Children with Learning Disabilities, both of which had chapters in Brookline. Ten years ago there existed a coalition of the various parent groups who had an interest in the education of special needs students within the town. From this loose coalition of parent groups was formed the Special Education Advisory Committee for the Town of Brookline. This was the first time that an umbrella organization was developed, encompassing parents who had children with a wide range of dis-

abilities and were interested in pursuing excellence for their children, not only within their classroom, but within the town itself through the establishment of auxilliary after school programs and recreational services. It was quite clear as time passed that this organization had several specific goals and directions, one of which was a constant lobby group at budget hearings that was critical to the development of the Special Education Department. Another group, that formed a sub-committee, was interested in exploring a wider range of after public school educational opportunities for their children. Another group wanted more updating of the physical facilities within the school for their children. All of these separate groups, in fact, became the Advisory Committee when the enabling legislation became law. This newly formed group saw themselves in a position not only to help their children in Brookline, but possibly to serve as a model for other communities that were attempting to organize advisory committees of their own.

During the 1978-1979 school year, the Advisory Committee in Brookline had as its chief goal the important task of finding out how parents feel about the evaluation process in which their special needs children have been involved and how they perceive the special education program itself. This investigator proposes to aid the Parent Advisory Committee in their quest for this information.



The two prime questions the Advisory Committee seeks to answer are: 1) How do parents perceive the evaluation process? 2) Are parents generally satisfied with the education program for their youngsters in the system?

The Special Education Advisory Committee plans to administer a questionnaire to solicit responses to these questions from all involved parents in Brookline. The questionnaire will also serve as the instrument to gather data for this investigation.

#### Statement of the Problem

This investigator proposes to correlate the importance of parent involvement by using the State Department of Education's Parent Questionnaire. This questionnaire was used by the state in the audit process to solicit parent's perceptions of their involvement in the 766 process in order to assess the school department's compliance with the law. The instrument is made up of 20 questions (Appendix B ). The first 19 questions address a variety of issues that reflect parents' involvement in the evaluation process. Several examples are listed below:

1. Did your child's teacher attend the evaluation meeting?
2. Were you asked to participate at all meetings?
3. Were your goals fully explored?
4. Did you receive a written summary of the

### Educational Plan?

These questions and the remaining 15 questions ask respondents to recall their involvement in the evaluation process and also provide a measure of the Brookline School System's compliance as viewed by the respondents.

This investigator proposes to determine the correlation between each of the 19 questions on the State's Parent Questionnaire and the 20th question which asked: How satisfied are you with the program your child is receiving? There were four possible answers to this question: very satisfied, satisfied, dissatisfied, very dissatisfied. In addition this investigator plans to examine the influence of age and level of education by determining the correlation between level of education of respondents and their responses, and also age of respondents and their responses.

### Justification of the Study

It is important to study parent attitude towards the involvement process because every special education department in Massachusetts has attempted to meet not only the letter but the spirit of Chapter 766, and has had much time and energy committed to implementation. It is critical to examine through the questionnaire whether the respondents perceived that the process had been successful. On the basis of the results of this research this investi-

gator would consider recommending several courses of action including:

- 1 Modify the existing procedures within the Special Education Department of the Town of Brookline.
- 2 Collaborate with the State Department of Education in making this data available to other school systems across the state.
- 3 Develop improved lines of communication with many more parents within Brookline so that they are more aware of what their rights are under the law to insure their greater participation in the 766 process and share this material with other professionals within the school system.

#### Significance of the Study

The investigation could have state-wide significance if it demonstrates that an administrator can set up a process in which feedback can be received from the community regarding the effectiveness of both the evaluation process and the parents' perception regarding their satisfaction with their handicapped youngsters' program. It would be evident that the Special Education Advisory Committee was a change agent in the community. They can be seen as a group not only involved in budgetary procedures and being

a special interest lobby during School Committee meetings but are concerned as a group that is sincerely interested in both the evaluation process and the success of programs of individual children.

Another aspect of this study is the use of the questionnaire as a tool that could change the direction of the Special Education Department within the Town of Brookline. The item analysis of the responses might lead the department in turn to change some of their practices in terms of parent involvement both in the evaluation process and in the individual child's program.

#### Definition of Terms

The following terms are utilized in the present study.

1. Appeals Procedure. State mandated process for resolution of disputed IEP.

2. Due Process. Law in its regular course of administration through courts of Justice and the exercise of the powers of government for the protection of individual rights as prescribed by law.

3. Individual Educational Plan (IEP). Document developed by evaluation team which contains goals and objectives for the child's education program for the next school year.



4. Informed Consent. All parties made full aware of the facts prior to their acquiescence or compliance.

5. Liaison Person. Member of the evaluation team designated to provide ongoing progress reports for special needs children.

6. Mediation. The act of a third party who intercedes between two contending parties with the aim of reconciliation.

7. Respondent. Person answering the questionnaire mailed to the parents of every handicapped child in the Town of Brookline.

8. Service Provider. Professional school department employee who instructs the child in one or more areas that relate to his/her special needs.

### Summary

The purpose of Chapter I was to present historical evidence about handicapped children in Massachusetts. These children were served in a variety of ways that were developed by the State Department of Education to control costs, restrict expansion of service, and discourage involvement of parents in the educational planning of their children.

Through the unyielding pressure of parents who were able to influence the Commonwealth to enact Chapter 766,

handicapped children now have the right to a free and appropriate education and parents are guaranteed the right to involve themselves in the development of every phase of their child's individualized educational plan.

## C H A P T E R   I I

### REVIEW OF THE LITERATURE

#### Introduction

During the past twenty years America has witnessed the emergence of the rights of the child as a vital force in the educational process of the public schools. The law of equal educational opportunities legislation and the Civil Rights Act have been the Judicial system's mandates providing the structure within which this philosophy has taken form and shape. The movement through the judicial system was hastened by the change in attitude within American society.

Individualization of education programs for handicapped children is part of the mandate of P.L. 94-142. This law has contributed to an enlightened attitude in the general population of the country. The importance of parents' perceptions and attitudes in relation to the parents' concept of the success of their handicapped child's educational program in school has been documented by recent research.

#### Research Related to the Problem

Over forty years ago Allport (1935) pointed out that the definition of attitude was a debatable issue in social psychological research. The classical accepted definition

of attitude has been, "A learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (Fishbein 1965, 1975). Though this definition has been accepted and used, it has not been without criticism.

Fishbein (1975) observed that the major problem with the definition was that it was too ambiguous. He noted three basic features that should be conveyed in the definition of attitudes. They were: 1) attitudes are learned, 2) attitudes predispose action, and 3) such actions are constantly favorable or unfavorable towards the object (Burris, 1977).

Parental attitudes have been found to be consistently related to parental judgemental processes (Brim, Glass, Lavin, & Goodman, 1962; Emmerich, 1969). Affective factors related to teaching and learning can be measured (Vaughan and Sabers, 1977). Though attitudes do influence learning, the problem is to determine the relationship between attitude and parental judgements which lead to satisfaction with their child's educational program in school. One reason for this problem is the lack of valid effective measurement instruments (Harmer & Harrison, 1978).

Recent research in the area of age and level of education may be grouped in four categories:

- 1) Relationship of child's school achievement and parental attitudes toward their child's achievement.

- 2) Parent involvement and parents' perception of their involvement.
- 3) Parent attitudes and involvements in relation to their child's disability and how attitudes and involvements would change depending on the disability of the child.
- 4) Parent attitude in relation to fiscal expenditures.

Relationship of Child's  
School Achievement and  
Parental Attitudes Toward  
their Child's Achievement

Bierman (1961) developed a basic hypothesis that there is a relationship between pupil scholastic achievement and the attitudes that parents take toward their child's school achievement. Bierman hypothesized that parents have three types of attitudes: positive, negative, and neutral, and that the consequences of these attitudes would be demonstrated in the following way:

Positive - Children whose parents require inordinately high achievement will not achieve their expected potential.

Negative - Children whose parents show little or no concern for school achievement will not achieve their expected potential.

Neutral - Children whose parents show a moderate concern for school achievement will



achieve at least their expected potential or surpass it.

Bierman found a relationship between pupil achievement and parental attitudes toward achievement. The concern for pupil achievement was on the basis of how well a child performed in terms of his own ability. The results of Bierman's research suggests that children be marked on an individual basis in terms of their expected achievement. This practice continues to be utilized for special education measurements.

Mehl (1973) questioned whether there was a significant correlation between parental attitude toward the school and the student level of confidence of academic ability as measured by the Student Confidence Level of Academic Ability Test. Mehl found that attitudes toward the school by the parents were significantly related to how the student viewed himself. The attitudes were significantly related to indices of student achievement including math and reading percentile scores of their children.

Most educators utilize individual assessments of handicapped students. The approach has been further reinforced by the development of the IEP as mandated by Chapter 766 which specifically identifies a child's program based on his capabilities and needs.



Parent Involvement and  
Parents' Perception of  
Their Involvement

Bell (1976) investigated parent perception of their involvement in special program placement. The results of Bell's findings, although generally supportive of special education programs, demonstrated that the parent respondent groups differed widely in the degree of positive attitudes manifested and evidenced a relatively low level of perceived involvements in placement procedures. The recommendations of Bell were directed toward the need to expand parent involvement and direct assistance to parents. Bell went on to make some specific recommendations regarding increasing parent involvement. They were:

1) increasing parent preparation activity, 2) simplifying terminology when providing information to parents, 3) increasing the level of discussion that centered around program placement, 4) expanding technical assistance to parents in the area of home enrichment skills, 5) publicizing positive results of special education programs and services, and 6) applying due process guarantees equally to all parent groups within special education programs. These areas which increase parent involvement, as implied by Bell's research, may be associated with parental attitudes concerning program activities.

Mehl (1973) investigated parental involvement and parental perception of their involvement. He evaluated par-

ental attitude toward the school and the parents and parental perceptions of power and powerlessness to promote needed change in the school. Mehl found that parental perception of power and powerlessness were significantly related to the attitudes of parents toward the school.

Parent Attitudes and Involvement  
in Relation to Their Child's  
Disability and How Attitudes and  
Involvement Would Change Depend-  
ing on the Disability of the  
Child

Frankel (1966) investigated the achievement of mentally retarded children in relation to parental attitudes. The major hypothesis in this study was that there would be a significant difference between the attitudes of parents of high achieving and low achieving children. It was predicted by Frankel that the high achieving children's parents would display a significantly greater positive attitude. Frankel's major hypothesis was not supported, but his findings did have implications for the school exerting greater effort to involve the parents in the educational programs of their children.

Bell (1976) grouped handicapped children in the specific disability areas. When Bell did this she found a great discrepancy between parents' attitudes and their youngsters' educational program. Although generally supportive of special education programs, the parent respondent groups differed widely in the degree of positive

attitudes manifested and evidenced a relatively low level of perceived involvement in placement procedures. The frequency of positive attitudes and involvement was greatest among parents of mentally handicapped students and lowest among parents of students with perceptual and communicative disorders. The study concluded that the level of involvement in special education placement was insufficient to maintain positive parental attitudes toward special program areas.

#### Parent Attitude in Relation to Fiscal Expenditures

Certainly one of the more critical issues that is faced in American education and education world wide is the funding level that both local communities, the individual states, and the federal government face in making decisions regarding allocation of funds. Funding has always been a critical issue when it relates to special education. Historically questions and problems of inadequate funding have plagued the special education field; excuse after excuse has been given over the years as to why service on programs could not be delivered and funding was often used as the excuse.

Funding had a direct effect on the attitude of parents in regard to their handicapped youngsters. A range of researchers reviewed the funding issue over the years

and one of the studies that did investigate the relationships among parental attitude, achievement level, and expenditures was a study completed by Whitehead.

Whitehead (1973) did much of his work in the State of Illinois. Whitehead looked at the general dissatisfaction within the state as a result of the defeat of tax referenda items. That key factor indicated that funding was a main issue within the State of Illinois as it related to attitude.

The purpose of Whitehead's study was to examine the relationship between the attitudes of parents in four districts which varied in size. The purpose was to look at the parental attitudes, education, fiscal expenditures, and student achievement on standardized tests. The four schools involved in this study were of varying size and the data for the study was collected from central offices within each one of the four districts. The principals of the schools within that district were the major data suppliers in Whitehead's study.

One of the key results regarding funding that did emerge showed there were differences in expenditure data among the four districts studied but there was no significant pattern. There was also no correlation between the factors of expenditure, achievement, and parental attitudes.

One of Whitehead's conclusions was that parents' attitudes toward the staff and parents' attitudes related to



the size of the four centers were the best predictors of overall parent attitudes. In essence, he said the funding level or expenditures as they relate to budget size, per pupil cost, or other variables studied were not the determining issues regarding parent attitudes.

Noack (1972) lent greater credence to Whitehead's research when he showed that the school district type (centralize or decentralize) was significant as a major indicator of parental satisfaction with schools when compared to selected demographic variables. Noack went on to state that it was more significant to view the type of district as it related to parents' satisfaction with schools than the parents' age, race, or socio-economic status.

#### Research Similar to the Present Investigation

Though this investigator found a number of studies in which researchers were concerned with variables of age and level of education in relation to attitudes, one of the most meaningful studies in relation to the present investigation was completed by Pistono (1977) in Michigan. Pistono's and this researcher's studies are similar in a number of ways:

1. Both deal with their respective state's Special Education Act.
2. Both deal with parent involvement with the



evaluation process.

3. Both use an attitude questionnaire.
4. Both investigate the association between participation and attitude.
5. Both involve parent advisory groups.
6. Both take place in public school settings.
7. The primary investigator in each study is a School Administrator.

Pistano and this investigator share mutual concerns of special education service delivery for special needs students in each school district as well as in each of their respective states.

8. Both investigators are interested in relationships between educational level of parents and parts of the evaluation process.

The federal legislation, P.L. 94-142 and 89-313 was enacted in 1974, a few years after certain states in the United States pioneered educational and social legislation. Michigan, a highly industrial, educationally sophisticated state made a major national contribution in 1971 by enacting their law, PA 198 Mandates of Special Education Act. Massachusetts also enacted their legislation prior to the federal law. Both Michigan and Massachusetts have a high degree of parent participation written into their laws. PA 198 mandated each superintendent or his/her

designee invite every parent of every handicapped child to participate in their child's educational plan through the process of the Educational Planning and Placement Committee (EPPC).

The two state laws have as integral parts of the regulatory process, parent involvement. Michigan has the EPPC mechanism, and Massachusetts has the TEAM Evaluation process. The fact that both states invite and encourage parents to participate in every aspect of their child's evaluation plan is undoubtedly one of the major contributory steps to keep lines of communication open, defuse potential areas of conflict and develop trusting relationships between the professional and the parent.

Pistono's questionnaire is similar to this researcher's questionnaire. Both are concerned with attitude measurement. Both are centered around parent participation in the evaluation process. In both questionnaires, the principle investigator added questions to elicit specific items of information for the research.

Pistono's findings on attitude and parent participation were significant. The correlation between parental nervous discomfort during the EPPCS and parent perception of their contribution to the EPPC was significant at the .01 level. Pistono stated, "Parents in the study showed their perception of the contribution they made during the EPPC was

significantly higher when the level of nervous discomfort they experienced was lower " (p. 101).

The local Parent Advisory Group had a central focus in both Pistono's research as well as in this investigator's study. Pistono cited the positive aspect of this group in shaping positive attitudes of parents. This present researcher's major support group in the administration of the data collection of this investigation was also the local Parent Advisory Group.

Pistono drew his sample from four public school districts in Michigan. This investigator's sample came from a public school program in Massachusetts. Pistono and this investigator were both Public School Administrators. Each had a binding concern for both the progress of individual children in his local district as well as the state wide implications for future programming for handicapped students.

A major emphasis in both studies centered around the education level of the parents. Pistono's data revealed that there was a positive correlation between level of education and the parents and their participation in the EPFC. This investigator hypothesized that the level of education of the parent was positively tied to the parent's perception regarding the success of their child's program.

Pistono built his research on an earlier investigation

of Barbacovi (1976). Barbacovi administered a questionnaire regarding parental attitudes about the EPFC process to a number of intermediate school districts in the State of Michigan. Some of Barbacovi's major findings which were significant in relation to Pistono's study were:

1. There was no significant correlation between the mode of communication used to inform parents about the educational planning and placement committee and their (parents) attitudes toward the process.
2. Generally, parents were pleased with the planning process and perceived themselves as being a vital part of that process.

The majority of all the respondents in Barbacovi's study saw themselves as making a valid contribution to the EPFC. The parents felt free to express their opinions during the EPFC and they felt they were being treated as equals.

Barbacovi summarized his major findings indicating that:

- 1) parents have positive attitudes regarding the EPFC; and
- 2) parents have positive attitudes regarding their role at the EPFC.



Attitudes as They Relate to Age  
and Level of Education

Instruments Used to  
Measure These Atti-  
tudes

Many researchers used parents' age and level of education as one of a number of variables in studying a wide range of topics in education.

There were several pertinent studies which dealt with age and level of education of parents as they related to their (parents') individual child's school program.

The literature fell into two categories: 1) researchers who reported correlations between age, level of education, and the specific focus of the research, and 2) researchers who did not find significant correlations between these variables.

Researchers Who Reported  
Correlations Between Age,  
Education and the Specific  
Focus of the Research

Bjornsson (1974) investigated the frequency of mental disorders in a population of over 1,000 children. He examined the social, economic, and educational correlates. One factor among the five factors most clearly associated with the children's mental health was the parents' educational level. The other factors associated with children's



Mental health were; occupational status of father, maternal attitudes of warmth and emotional involvement, child's IQ, and school achievement. Bjornsson administered an extensive semi-structured interview to mothers. The purpose of the interview was to estimate the frequency of mental disorders in the population of children, and to examine the socio-economic and educational correlates.

Osborn (1971) reported that the educational level of parents were significantly related to the education achievement, attitude, aspirations, and expectations of their same sex children. Osborn's research consisted of studying 398 high school seniors who had completed a questionnaire. The results of this study seemed to reinforce the researcher's belief that among adolescent's role identification with the same sex parent regarding attitudes and beliefs is significant.

Osborn used a questionnaire administered by the Iowa Education Information Center. The subjects were divided into groups according to their sex and educational levels of their parents and compared on two achievement variables and indices of their educational aspirations and expectations. Results showed that subjects tended to achieve and have attitudes, aspirations, and expectations consistent with the educational level of their same sex parents.

Battle's (1976) research reviewed attitudes toward

child rearing of parents whose children were currently enrolled in a college laboratory school setting and attempted to determine the relation between child rearing attitudes of parents and chronological age and level of education. A Modified Parental Attitude Research Instrument questionnaire was administered to 200 parents of preschool age children in the college based program located in Virginia and Maryland.

Battle utilized a questionnaire to determine significant relationship between the child rearing attitude of parents and their social characteristics. Interestingly he found that there was a difference between mothers and fathers on the dimension of their social characteristics, i.e., there was no significant relation between attitudes of mother and each of their social characteristics, but there was a significant relation between social characteristics of father and their level of education and chronological age.

Battle concluded that parents involved in this study acquired attitudes which were identifiable in three major categories:

"Authoritarian Control," "Hostility Rejection," or "Marital Conflict," and "Democratic Attitudes." Mothers and fathers were more democratic in their attitudes toward child rearing than authoritarian or hostile. The level of education was seen to influence

the attitudes of mothers but not at any acceptable level of significance. Fathers' attitudes were significantly influenced by chronological age, level of education, and number of children in the family. Mothers and fathers did not differ significantly in their attitudes toward child rearing (Dissertation Abstract, 1976, p. 621-A).

Battle (1976) designed and administered a modified Parental Attitude Research Instrument Questionnaire given to 200 parents of preschool age children enrolled in four college laboratory schools located in Virginia and Maryland. The Multiple Pearson product-moment and part correlations were used to determine significant relations between the child rearing attitude of parents involved (criterion variables) and their social characteristics (predictor variables).

Mehl (1973) reviewed in his study the relationships between parental attitude toward the school as affected by the level of education of the parent. Mehl further delved into the issue of looking for a significant correlation between the scores of students on the Stanford Achievement Test and the variables of the years of schooling of the parent. The population that was used consisted of the oldest child and the parents of each family in a single elementary school. The results of Mehl's work indicated that differences in parental attitude toward the school were significantly related to the years of schooling of the head of the household.

Mehl (1973) developed several guiding questions. Among the ones this investigator found relevant were:

1. How do the parents feel about the school, its curriculum, student management, services, school-parent communications, facilities and administration?
2. What is the prevailing level of confidence of academic ability of the students in the school?
3. Is there a significant correlation between attitude toward the school and student level of confidence of academic ability?

Mehl used two instruments in order to answer the questions raised in his study. The Bullock School-Community Attitude Analysis for Educational Administration was used to determine the attitudes of parents. The second instrument used by Mehl was the Student Confidence Level of Academic Ability Form. This form was developed by the author after a study of the literature. This test was administered to students in an interview setting with the aim of determining the confidence level of academic ability of students used in his study.

The population of this study was composed of the oldest child and the parents of each family in a single elementary school. Grades one through six were included in this popu-



lation. Of the 273 responding units contacted, 202 or 74 percent returned their materials. Deletion of 48 responding units due to incomplete data reduced the data back to 150 responding units or 58 percent of the original population.

Differences in parental attitude toward the school were significantly related to the demographic variables of years of schooling of the head of the household, years of schooling of the mothers, income and race.

The data revealed a negative relationship between education level of attainment of parents and certain factors of parental attitude towards the school. The apparent positive relationship between student achievement and both parental attitudes toward the school and parental level of educational attainment, suggests the need for research into programs which are designed to provide continued education experience for parents while, at the same time, maintaining positive parental attitudes toward the school or school system of which their children are a part.

Researchers Who Did Not  
Find Significant Corre-  
lation Between These  
Variables

Prendergast and Schaefer (1974) investigated the relationship of age and level of education in an alcoholism study. These researchers assessed the associations between



the frequency of drinking and of drunkenness of 83 high school seniors and the way they (the subjects) perceived their parents' attitudes and behavior toward drinking and the parent-child relationship. Prendergast and Schaefer found that parents' educational level was not significantly correlated with the child's drinking.

Harmer and Harrison's 1978, research dealt with developing an inventory of parental attitudes toward child rearing and reading. This study reported a relationship between a parental attitude measure (Parent Interview) that included the following characteristics: parent age and education level of the parent, and other factors.

The results indicated little correlation between parents' attitudes and age, or education level and perceived reading problem. However, low negative correlations between father's attitude, father's occupation level, and father's education level were found.

Harmer and Harrison (1978) developed and administered a questionnaire measuring parents perception of their attitudes about child rearing completed by parents of 107 children seen at a learning disabilities center. Two-parent families were used for the study: thus 214 individuals responded to the questionnaire. The range for parent educational level and occupation is narrower than that which would be expected in the general population.

This can be probably be attributed to the self-referral nature of admission to the center.

The questionnaire used by Harmer and Harrison was originally developed by Dorothy McGinnis (1963) for her unpublished doctoral dissertation and later reported in Diagnosis and Treatment of the Disabled Reader (1970).

Items on this questionnaire fall into two categories: 1) demographic information answered directly, and 2) attitudes toward reading and toward child rearing, answered on a like scale.

Kulkarni and Naider (1970) integrated parent and child's education in a socio-economic index in their research which took place in Bombay, India. The purpose of the study was to determine relationship between factors in the index and students' attitudes towards mathematics as well as students' attitudes towards school in general. Their findings did not reveal a high correlation between the total index and mathematics achievement. On the tools that Kulkarni and Naider used was a questionnaire designed to collect information mainly on socio-economic status of the family: parents' occupation and education.

### Current Issues

Pistono's study is both current and timely because it demonstrates that administrators must be fully aware of all

issues which might in some way have an influence on the amount of parent participation in the evaluation process.

Nine variables were identified by Pistono which may have had significant relationship with parent participation. Pistono measured parental participation by calculating the frequency and duration of parent responses as well as the parents' perceptions of their contribution to the decisions made during the EPFC.

The nine independent variables selected for the study were:

1. Group size.
2. The type of procedure used to explain the EPFC's purpose and process to parents. These are: (a) prior explanation either orally or in writing (b) explanation at the EPFC.
3. A prior review by parents of their child's records and other pertinent information.
4. A prior explanation to parents of tests results.
5. The educational level of parents.
6. Previous EPFC experience by parents.
7. The number of parents attending the EPFC.
8. The attitude of professionals attending the EPFC regarding the ability of parents to contribute to the EPFC.
9. The amount of nervous discomfort experienced by the parents during the EPFC (Pistono, 1977, pp. ii, iii).

Pistono found that parents were more involved during EPFC's when both parents attended versus EPFC's in which only one parent attended. He identified a positive attitude of the professionals attending EPFC's regarding contribution parents could make to the EPFC and the frequency of parental responses during the EPFC's. There was also a positive relationship between the amount of parental nervous discomfort

experienced during the EPFC's and the parents' perception of their contribution to the EPFC.

Another manner of measurement used by Pistono was a Parent Questionnaire (Appendix C). Pistono's (1977) questionnaire was developed to obtain some of the necessary information for the completion of his study. The following kinds of information were obtained from the questionnaire:

1. Basic information about the parents such as education level (see items 1-6).
2. The parents' perception of their contribution to the EPFC's.
3. The amount of nervous discomfort experienced by parents during the EPFC.
4. The professionals' attitude regarding the contribution parents can make during the EPFC's.

Pistono tried to make his questionnaire very concise and simple so parents and professionals could complete it with minimal effort at the close of the EPFC. Professional experiences and a review of the literature had convinced Pistono that it would be difficult in some cases to ask parents and professionals to complete lengthy questionnaires after sometimes difficult and time consuming EPFC meetings. Since parents with a variety of educational levels attend EPFC's, the simplicity of the parent question-



naire was obviously a priority in its development.

The first six items in the parent questionnaire obtained necessary factual information such as education level of the parents.

Items 7-11 in the questionnaire were developed to assess the parents' perception of the contribution to the decisions made at the EPFC. These five items were taken directly from the questionnaire developed by Barbacovi for the study of Parent Advisory Committee in Michigan in 1976.

Items 12-16 on the parent questionnaire were developed by Pistono to measure the amount of nervous discomfort experienced by parents during the EPFC.

The five items used to measure professionals' attitudes about parent contribution to the EPFC decision were adapted from items 7-11 on the parent questionnaire for use with the professional questionnaire.

Pistono's four significant findings contributed to this investigator's development of guiding questions for this present investigation. Pistono's findings and this present investigator's responses based on his experience follow:

1. There was a positive relationship between the education level of parents attending EPFC's and the frequency of their responses which was significant at the .05 level. The Phi Coefficient measured the extent of that relationship at .40 (p. iv).



It seems apparent from this present investigator's experience with the evaluation process in Brookline that the higher the level of education of the parents the greater the participation of the parents is to the total evaluation process. Conversely if the parents are active participants in the process they are more secure in communicating openly and freely at all meetings. If parents communicate openly and freely they tend to have greater respect for their own opinions and those of other participants. Those parents who interact in a greater number of occasions tend to have less anxiety when meeting with professionals.

2. The frequency of responses was significantly greater for parents during EPFC's where both parents attend as compared to EPFC's where only parent attends. The level of significance was .05 and the Phi Coefficient is .40 (p. iv).

Although this researcher was interested mainly in responses from one or both parents without specificity, it has been clear from informal evaluation of team members that when both parents are present at meetings there is significantly greater communication and positive agreement concerning the evaluation process than when there is only one parent present.

3. There is a positive relationship between the attitude of the professionals attending EPPC's regarding the contribution parents can make to the EPPC and the frequency of parental responses during the EPPC which was significant at the .05 level. The Phi Coefficient measured the extent of the relationship at .424 (p. iv).

Although this researcher did not plan to study this issue directly it is clear that in this researcher's questionnaire specifically Questions 3 and 4 (Appendix B) are directly related to parent-staff interaction at a team meeting. This researcher hypothesized that an affirmative answer to these questions would have a high correlation with general satisfaction with the total program.

4. There was a positive relationship between the amount of parental nervous discomfort experienced during the EPPC's and the parents' perception of their contribution to the EPPC which was significant at the .01 level. The Phi Coefficient measured the extent of that relationship at .599 (p. iv).

This researcher has found as a result of informal polling members of Brookline's Team as well as having discussions with other Special Education Administrators in surrounding communities that the lower the level of nervous discomfort of parents at team meetings the greater the probability that parents will communicate more freely and openly with professionals and the greater likelihood that they (the parents) will approve the educational plan developed for their child.

### Summary

The review of the literature revealed a paucity of information about age, level of education, and parent satisfaction with the IEP process. Though age and/or education were common variables used in a number of studies, research concerning the IEP process was scarce. This may account for the lack of specific research related to this present investigation.

One of the few studies directly related to the present research that this investigator uncovered was the work of Pistono (1977) in Michigan. Pistono's work was built on Barbacovi's (1976) and these two studies formed the basis for the research reported in this dissertation. Though Pistono and Barbacovi's work took place in Michigan and was specific to the laws of that state, it was meaningful to this investigator because of the uniformity among state special education laws based on federal law P.L. 94-142.

## C H A P T E R   I I I

### PLAN OF THE STUDY

#### Correlational Model

The correlational research model is applied when analyzing the degree of relationships between variables. In this model retrospective data can be analyzed by comparing the relationship between observed and expected frequencies. Consistent with the correlational research model the investigator used the Chi square ( $x^2$ ) statistic to test the relationship between variables measured on nominal scale data (frequencies of response within categories).

The data were arranged by each of the responses to Question 1-19 with the response to Question 20. The content of Question 20 was the degree of satisfaction the respondent had with his/her child's program. The data were grouped originally into four categories ranging from very satisfied to very dissatisfied. The four categories were collapsed into two categories, satisfied and dissatisfied.

Additional data were analyzed on three variables, i.e., age, level of education, and economic level. For the purposes of analysis age was collapsed from six to three groups; level of education was collapsed from eleven to four groups.

In Brookline the eleven schools are neighborhood



schools in concept and design. As a result there are marked differences in socio-economic, and culture status. Consequently, this investigator felt it might be informative if data were collected to see if there were significant differences among schools and the level of parent satisfaction. The hypothesis was generated to test whether there were significant differences among schools in terms of parent satisfaction.

This investigator described operational definitions for the 27 variables in the questionnaire which appear in Table 1. These operational definitions included the specific procedures used in measuring the variables.

Table 1 is an analysis of the key elements of the questions in the questionnaire. For example, Question one was "Did you receive any information concerning specific education from your school system through newsletters, notices, informal meetings, workshops, etc.?" The key element of this question was "receiving information." Receiving information was operationally defined as "from newsletters, notices, informal meetings, workshops."

### Guiding Questions

As a result of this investigator's twenty years in the field of Special Education, fifteen of which were spent as an Administrator in Brookline Public Schools, certain assumptions developed which are this investigator's preliminary



Table 1  
Operational Definitions of Parent Questionnaire

Key Element	Operational Definitions
1. received information	from newsletters, notice, informal meetings, workshops
2. told of results	by one-to-one conference and follow-up letters
3. met with school personnel	verbal one-to-one meetings
4. asked to participate in a meeting to write IEP	communicate with parents to decide on a mutually convenient time to meet
5. was informed	prior written notice that parents may bring friend, attorney, or advocate
6. understood the results of the tests	verbal and written in language of the home at the level of parent's understanding

Key Element	Operational Definitions
7. parents understood the language and writing of the educational goals	goals developed and presented at the levels of understanding of parents in their native language
8. parents were informed that they could accept or reject the educational plan	prior written information regarding options upon receipt of IEP
9. completion of IEP within 30 days	IEP meeting within 30 school working days from date of signed parental permission form received at Special Education Office
10. child's educational plan sent for approval within 10 days of its completion	10 days from IEP meeting the plan is sent to parents

Key Element	Operational Definitions
11. received a core evaluation review each year since initially receiving special education services	evaluation or review with a new IEP written annually
12. received written summary of the last review	written summary only sent when TEAM unable to write new IEP
13. received all services called for in the IEP	specific areas of support indicated and committed were actually being received
14a. received written progress reports every 3 months	reports regarding child's progress sent by mail
14b. clarity of written progress reports	ability to understand written reports

Key Element	Operational Definition
15. received other communication by school	other methods of reporting; telephone letters, individual meetings
16. helpfulness of information concerning child's progress	information that was received from school was relevant to goals of IEP
17a. sharing information with a friend about which special education teachers are working with the child	able to inform third party regarding who the special education teachers were who were working with child
17b. sharing information with a friend about goals attained and goals not attained during the past 3 months	able to inform a third party which goals have not been achieved during the last 3 month period
17c. sharing information with a friend about activities and	able to inform third party about activities and methods employed by teachers to

Key Element	Operational Definitions
methods to assist in reaching goals	help child in meeting goals
17d. sharing information with a friend about information regarding what parents can do to assist in goal attainment	able to inform a third party of what respondent might do to help child
17e. sharing information with a friend about what can be done if not pleased regarding services	able to inform a third party regarding what respondent might do if respondent was not pleased with the way services were being carried out
18. drivers ability to deal with child's problems	parent reports driver has ability to cope with child
19. appropriateness of child's transportation vehicle	proper vehicle employed to take child to and from school



Key Element	Operational Definitions
20. satisfaction regarding program child received	level of satisfaction regarding child's program
21. age	age of each respondent
22. highest grade completed	number of grades finished by each re- spondent

ary opinions, attitudes, and knowledge. These opinions, attitudes, and knowledge comprise the underlying assumptions that form the basis for guiding questions in the present investigation. These assumptions are:

- 1) The movement to involve parents in the educational planning of their handicapped child was a result of both judicial action and special interest parent groups.
- 2) The movement to involve parents was facilitated by the guarantee of due process.
- 3) The early leaders in rights of parents of handicapped children came from states that were highly industrialized.
- 4) The early leaders in the rights of parents of handicapped children regarding their involvement in the educational planning of their child would be more highly educated than a representative cross section of the population.
- 5) The higher the socio-economic level of parents, the greater the likelihood of involvement in their child's IEP.

These assumptions generated the following guiding questions which served as a basis for the literature search and collection of data.

1. How did the liberalism and the rise of the Civil Rights movement affect and contribute to special education legislation?

2. Who were the leaders and supporters advocating the rights of the child and his/her parent? How did their publications contribute to the acceleration of parent involvement in the planning of their child's IEP?
3. How did the increasing demands of parents, professionals and advocates influence the Legislative and Judicial process?
4. What are the historical backgrounds of parents and parent groups involved in special education?
5. How did the parents participate in their child's IEP?
6. How did the rise of the Advocacy groups representing parents help determine the course of Special Education at the Federal, State and Local level?

### Data Collection

The Special Education Advisory Group in the Town of Brookline was made up of over twenty-five parents, mental health professionals, and representatives of advocacy groups whose major purpose was to insure quality special education programs, maintenance of budgetary support from school committee, and to serve as a voice for parents who need support or direction regarding their handicapped child. This committee was the duly authorized parent advisory group (PAC) recognized by the State Department of Education and the Brookline School Committee.

The PAC served as an advocate for parents of special needs students. PAC had distributed public information material at neighborhood meetings and parent-teacher organization gatherings. They had hosted speakers and discussion groups whose purpose was to inform parents of their rights and privileges under Chapter 766.

During the spring of 1978 PAC saw as its next charge the responsibility to determine whether parents who had special needs children and lived in the Town of Brookline felt that they were involved with the evaluation process as mandated by Chapter 766 and whether they (parents) felt satisfied with their child's program.

This investigator was aware that the State Department of Education had developed an instrument to measure parent participation in the evaluation process. This investigator met with the Director of the Bureau of Audit, Ms. Judith Reigalhaupt, and received permission to use the State Department of Education questionnaire (see Appendix B ).

This investigator solicited and received permission and support from his Supervisor, Dr. Francis W. McKenzie, Coordinator of Pupil Support Services (see Appendix A ).

With the permission from the State Department of Education and the support and endorsement from the Brookline Public Schools, PAC met and finalized both their need to participate in their project and determine the manner and

extent of their involvement in the administration of the questionnaire.

In a September 1978 meeting the members of the Brookline PAC voted unanimously to take responsibility for facilitating the distribution of the questionnaire and as a result insure confidentiality to each respondent.

As the Special Education Administrator for the Town of Brookline, this investigator contended that it was critical to work closely with PAC and provide this group with all necessary data which would enable the Committee to function in the most professional manner. By providing a mechanism for gathering the information in the most professional way, the results of the survey would ultimately serve as vital feedback for school staff in providing service to handicapped children.

The sub-committee on Parent Questionnaire of PAC mailed out the questionnaire (see Appendix B ) with a cover letter (see Appendix A ) to every parent whose child received an evaluation under Chapter 766 (1975-1979). The return self-addressed stamped envelope was the mechanism that this investigator hoped would insure a large response. The sub-committee gathered each day to open every envelope and on the fourteenth day the sub-committee mailed a follow-up postcard to thank respondents for returning the questionnaire and remind respondents to mail it back if they had



neglected to do so earlier.

In order to develop a measure of content validity this investigator mailed a request to a representative group of special education administrators and mental health practitioners. This group was requested to review the questions and to determine whether they felt that the questions were clear and whether they measured what they purported to measure.

In order to determine reliability the sub-committee selected twenty respondents at random and asked them to answer the questionnaire again to determine reliability retrospectively. The sub-committee explained again that they (the respondents) were selected at random and would remain anonymous. The sub-committee coded each questionnaire to enable this investigator to identify the responses from each neighborhood school.

### Summary

The procedure used to complete this study was the parent questionnaire developed by the State Department of Education in 1977. The necessary data were obtained by the Brookline Parent Advisory Group. The data were systematically analyzed using the Chi Square Test of Independence to determine if there were significant relationships between the 27 presumed independent variables and the presumed dependent variable, i.e., parent satisfaction.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Procedures

A questionnaire consisting of 20 items plus demographic data was sent to 603 families representing approximately 700 special needs children, with a cover letter and an informed consent statement which the respondent was requested to sign. A follow-up postcard was mailed to all respondents two weeks later to ensure maximum response and to remind them to mail back the questionnaire in the stamped self-addressed envelope, and to thank them if they had already done so.

As a result of the two mailings a total of 241 responses were received by the volunteer sub-committee on the PAC. This sub-committee opened every envelope and coded each response. The purpose of the coding was to determine the school with which each respondent was affiliated and to count how many responses were received from each school community. This investigator had no access to the questionnaires until the permission slip was received and the questionnaires were coded. Thus, confidentiality was insured.

This investigator initially hoped for an 80% return, but even with the cover letter and the follow-up postcard the responses totaled 241, roughly a 40% return. Although this was less than anticipated, the number does reflect a

substantial representative sample.

### Reliability

The method to determine the reliability, or consistency of response for the sample is the Retest Method (Wert, Neidt, & Ahmann, 1954). The retest was performed by sending identical questionnaires to 20 previous respondents chosen at random.

The retest was returned by 15 respondents. For those 15, the percentage of identically answered matched questions was calculated (see Appendix E). An unanswered question was counted as a valid response and was also counted as an identically answered (or not) question to provide an overall measure of respondent reliability. The mean of the 15 scores was taken:

$$r_r = \text{respondent reliability} = \frac{\sum P_n}{N}$$

Where  $P_n$  = percentage of identically  
answered matched questions  
for respondent

$N$  = total retest respondents  
(= 15)

For the sample, respondent reliability = 89.8%. (W. Mitchell, Personal Communication, March, 1980).

### Validity

This investigator developed content validity for the questionnaire by mailing to a panel of experts the questionnaire requesting them to examine the instrument and comment whether the questions were clear and whether they felt they measured what they purported to measure. The panel of experts was drawn from a group of public and private school administrators, university professors and directors of education collaboratives (Appendix G). All panel members were intimately familiar with provisions of Chapter 766 and 94-142.

The panel was composed of 20 experts. There were twelve responses returned to this investigator. The responses indicated the questions were clear and the questions measured what they purported to measure.

### Statistical Test

This investigator originally planned to place the data on computer cards using two cards for each respondent. However, this investigator's statistical consultant subsequently advised using the following procedure.

Statistical analyses of the data were performed on a Hewlett Packard/3000 computer using the Hewlett Packard version of the statistical package for the social science (SPSS). SPSS procedures used were (a) frequencies, (b)



crosstabs, and (c) list cases for data verification (Anderson, 1979). The statistical package was well suited to this investigation since it was compatible with the Town of Brookline's computer (W. Mitchell, Letter, March, 1980, Appendix A).

The data was statistically analyzed using the Chi Square Test of Independence to determine if there was significant relationship between the identified presumed independent variables and the presumed dependent variable of parent satisfaction

### Description of the Population

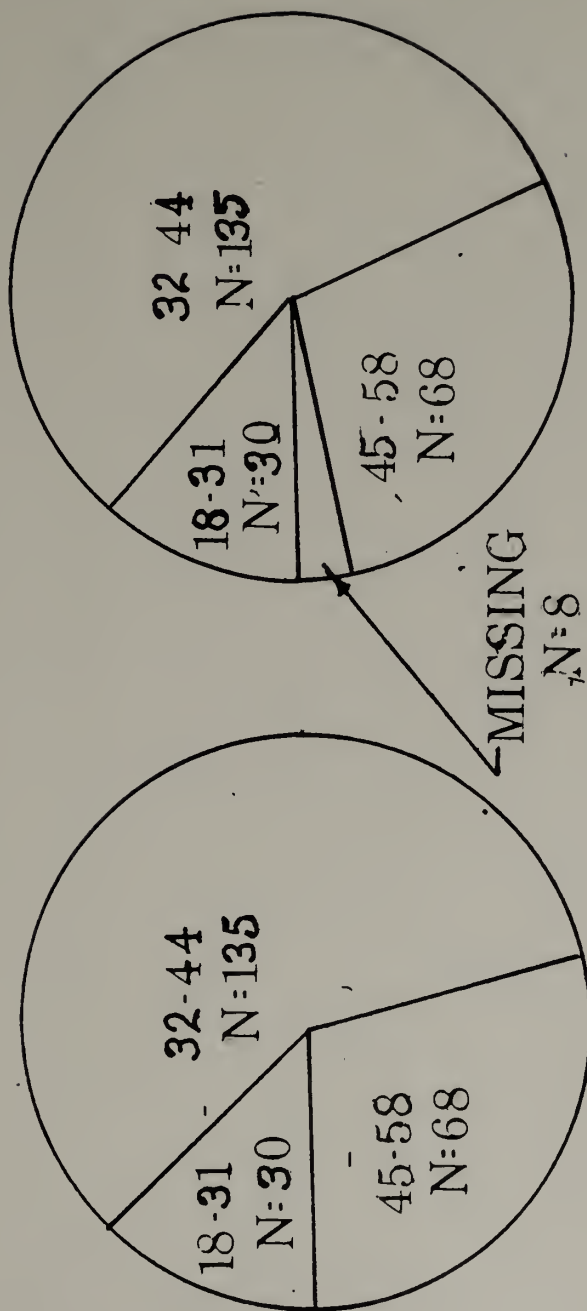
#### Age

The data on age are displayed in a statistical pie in Figure 1. The three age categories indicated that the highest percentage of respondents occurred in the 32-44 age bracket.

This investigator recognized the existence of some possible confounding variables in the age groupings. The first possibly confounding variable was that the ages of a mother and a father in the same household may have been in different age groups. That is one parent may have been in the 18-31 category and the spouse may have been in the 32-44 category. The accepted age used in the research was of the respondent, whether mother or father, without regard for the age of the spouse. The second possibly confounding variable



**FIGURE-1**  
**DISTRIBUTION OF AGE OF RESPONDENT**



**EXCLUDING**  
**MISSING CASES**  
**N: 233**

**INCLUDING**  
**MISSING CASES**  
**N: 241**

was that a younger or older foster parent or a grandparent may have filled out the questionnaire. Since these variables were not controlled in this investigation, the age of respondent was used in this part of the data collection. The study itself is believed to be of enough value to pursue despite this minor drawback.

### Level of Education

The histogram in Figure 2 displays the population of respondents in terms of their level of education defined as the highest school grade the respondents completed. Respondents were asked on Question 22 to indicate the highest grade completed from 7th through graduate school (Table 2). Respondent's level of education were grouped into thirteen categories. This investigator collapsed the thirteen categories into four categories: Elementary, High School, College and Graduate School in order to develop more substantial (in terms of frequencies) and meaningful groupings.

Noteworthy in this distribution is the high number of respondents who comprise the largest category; that of respondents who completed graduate school. Such a large percentage is not typical of Massachusetts' communities the size of Brookline, i.e., 57,016 (Street List of the Town of Brookline, 1979). Some of the reasons for the uniqueness of the town in this regard are as follow:

1. There are many professional families that are connected with the medical-university community

FIGURE 2  
LEVEL OF EDUCATION

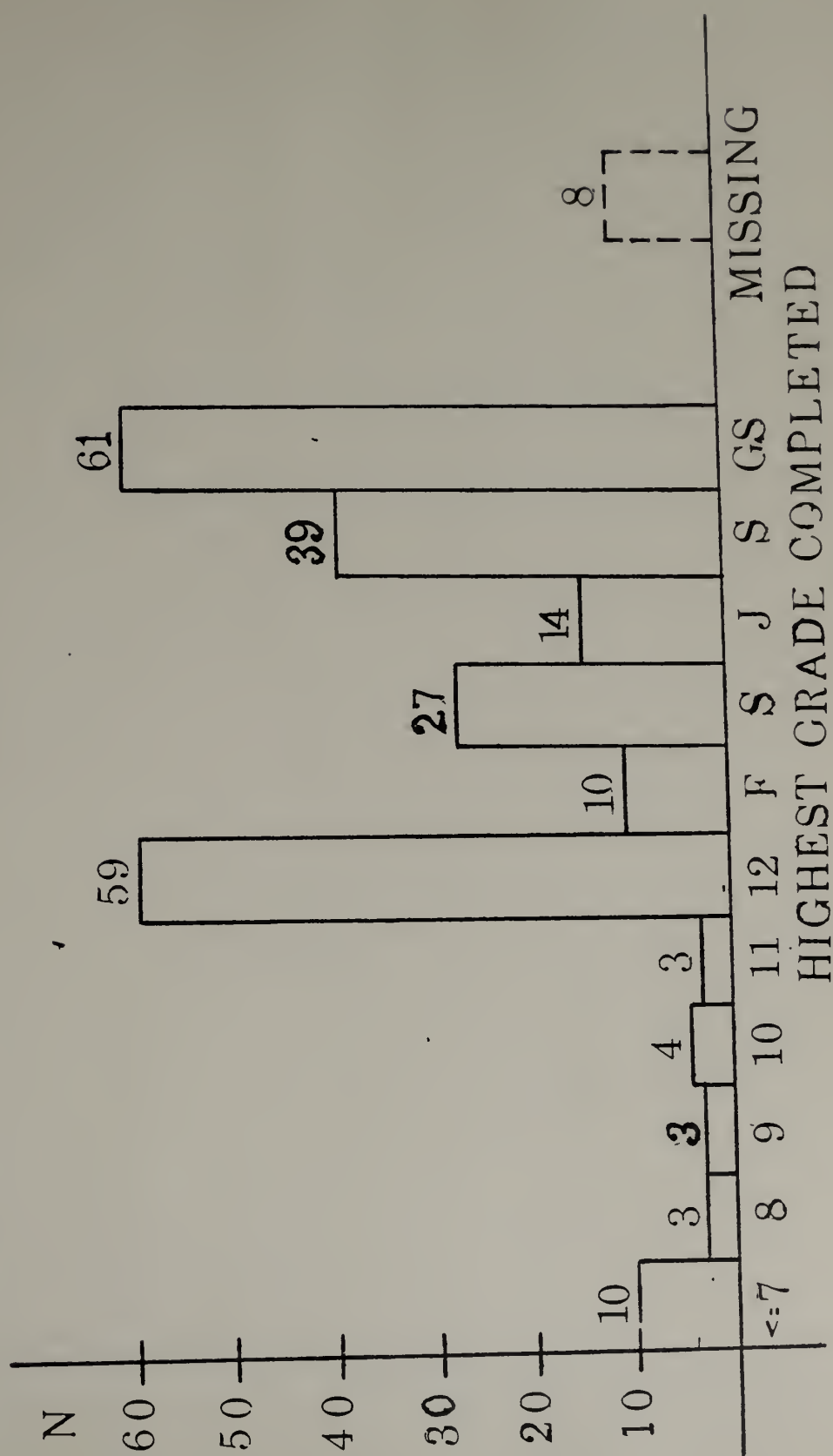


Table 2  
Level Of Education

Highest Grade	f	%
7	10	4.3%
8	3	1.3%
9	3	1.3%
10	4	1.7%
11	3	1.3%
12	59	25.3%
C-1	10	4.3%
C-2	27	11.6%
C-3	14	6.0%
C-4	39	16.7%
GS	61	26.2%
Total	233	100.0%
Missing = 8 ( 3.3% of 241 )		

as well as the high-technology centers that ring the city of Boston. The professional families that have immigrated to Brookline have helped the town stand out as one of the few communities in the Commonwealth that have enjoyed an increase in its school population.

2. The level of education of the remainder of Brookline's special needs' parents is relatively high as indicated by the data in Table 2 which indicates that more than 42 percent of this population completed four years of college and 90 percent of the respondents completed the 12th grade. These percentages are approximate since 3.3 percent of the 241 respondents did not choose to answer this question.

The data in Table 3 revealed a statistically significant relationship between level of education and parent satisfaction. The Chi Square ( $\chi^2$ ) Test of Independence was performed and yielded a critical value of 7.6 (3df) which was significant at .05 level. The most striking result of the data was that all respondents in the Elementary group were satisfied with the programs, while the percentages of respondents satisfaction generally decreased as the level of education increased, although the College and Graduate School clusters were almost identical. It



Table 3

Question 20 By Education Of Respondent  
All Schools

	f	%	Total Sample % Education	Satisfied	%	Dissatisfied	%
Elementary	12	5.7	13 (5.6%)	12	100.0	0	0.0
High School	56	26.7	69 (29.6%)	45	80.4	11	19.6
College	85	40.5	90 (38.6%)	58	68.2	27	31.8
Graduate School	57	27.1	61 (26.2%)	39	68.4	18	31.6
Total	210	100.	233 (100.)	154	73.3	56	26.7

Chi-Square = 7.60941 with 3 df  $p < .0548$

C.18

Title I schools only: Chi-Square = 2.81251 with 3 df  $p < .4214$

Non-Title I Schools only: Chi-Square = 5.80047 with 3 df  $p < .1217$

should be noted that even in the least satisfactory group the level of satisfaction was over 68 percent.

### Economic Level

Brookline has a population of families that are economically needy as evidenced by the federal government's designation of Title I classification to three schools within the town. Table 4 shows the results of the categories of school variables. When the crosstabs were run comparing Question 20 By Title I and Non-Title I school breakdown, it was found there was a trend in the direction of Title I parents having a slightly higher level of satisfaction than the Non-Title I parents, but this relationship was not found to be statistically significant.

Since this investigator collapsed the school categories in Title I and Non-Title I schools it was necessary to eliminate the high school and private school that drew students from all areas of the town. Table 5 eliminates the high school and private schools from the calculation thus increases the significance level slightly.

### Results of the Questionnaire

#### Presumed Independent Variables

1. Receiving information. This was determined by the respondents' answer to Question 1 based on his/her memory and/or records about information that was shared by the Special Education Department with

Table 4

## Question 20 By School

Title I/Non-Title I  
High School Excluded

	f	%	Total Sample % School	Satisfied	%	Dissatisfied	%
Title I	65	38.9	73 (38.2)	53	81.5	12	18.5
Non-Title I	102	61.1	115 (61.2)	73	71.6	29	28.4
Total	167	100.	188 (100.)	126	75.4	41	24.6

Missing = 21 (out of 188) = 11.2%

Chi-Square = 1.62612 with 1 df p < .2022

Table 5

## Question 20 By School

Title I/Non Title I  
High School, Private School Excluded

	f	%	Total Sample % School	Satisfied	%	Dissatisfied	&
Title I	65	44.2	73 (44.8)	53	81.5	12	18.5
Non-Title I	82	55.8	90 (65.2)	57	69.5	25	30.5
Total	147	100.	163 (100.)	110	74.8	37	25.2

Missing = 16 (out of 163) = 9.8%

Chi-Square = 2.18237 with 1 df  $p < .1396$

the parents through the process of letters, notices brought home by students, formal and informal meetings, as well as the mass media (newspapers, radio and television).

2. Informed of the results of the kindergarten screening. This was determined by the respondents' answer to Question 2 if he/she was informed by either mail or personal meeting of the results of the screening for the child.
3. Meeting with school personnel. This was determined by respondents' answer to Question 3 which asked if they had the opportunity to meet directly with representatives from the school before the evaluation was begun to discuss what tests would be administered and the reasons for giving those tests.
4. Parents' attendance and participation. This was determined by the respondents' answer to Question 4 which asked whether he/she was invited to attend the evaluation meeting and if in attendance was informed that he/she was expected to participate in the writing of the educational plan.
5. Parent informed regarding bringing support personnel. This was determined by the respondents' answer to Question 5 which asked if they understood that it was both their right and their priv-



ilege to bring a friend, advocate or specialist to the educational plan meeting to help represent their point of view to school personnel.

6. Understand test results. This was determined by the respondents' answer to Question 6 which asked if they understood the results of the tests that were administered to their child during the evaluation period and discussed at their child's evaluation meeting as explained by the school personnel.
7. Parents' understanding of the educational goals. This was determined by the respondents' answer to Question 11 which asked if the written goals of their child's educational plan were described to them in a language that they could understand.
8. Being informed about options upon receipt of educational plan. This was determined by the respondents' answer to Question 8 which asked the parent whether they were informed of the options of either accepting or rejecting the educational plan.
9. Completion of the educational plan within the 30 day period. This was determined by the respondents' answer to Question 9 which asked if the plan for the child was completed within the allotted time as determined by the Chapter 766 regulations.

10. Educational plan sent within the 10 day period. This was determined by the respondents' answer to Question 10 which asked whether the educational plan developed for the child was sent within the 10 day period as prescribed in the Chapter 766 regulations.
11. Core evaluation review every year. This was determined by the respondents' answer to Question 10 regarding the regular scheduling of the early review each year since the child initially began receiving special services.
12. Summary of last review. This was determined by the respondents' answer to Question 12 as to whether they had received a written summary of the last review meeting.
13. Child receiving all services. This was determined by the respondents' answer to Question 13 which inquired if the parent was aware of the child's receiving all the services that were called for and committed by the school department in the child's educational plan.
14. Written progress reports. This was determined by the respondents' answer to Question 14a which inquired whether they had received written progress reports every three months.

15. Reports made clear to respondents. This was determined by the respondents' answer to Question 14b which inquired whether the reports were clear in describing the progress of their son/daughter in meeting the educational goals.
16. Informed of your child's progress. This was determined by the respondents' answer to Question 15 which asked if the parents had been told about their child's progress by letter, telephone or individual meeting.
17. Helpfulness of information. This was determined by the respondents' answer to Question 16 which asked if the information transmitted to the parents concerning their child's progress was helpful to them.

Ability to tell a friend about the following aspects of the child's program based on information received from the school.

18. Tell which special education teachers were working with the child. This was determined by the respondents' answer to Question 17a that asked which special education teachers were working with the child.
19. Tell which goals child had/had not attained during past 3 months. This was determined by the respondents' answer to Question 17b which asked which

which goals the child had/had not obtained during the past 3 months.

20. Tell activities and methods used to assist child to reach goals. This was determined by the respondents' answer to Question 17c which asked what the activities and methods were to assist the child in reaching the goals.
21. Tell what could be done to assist child to achieve goals. This was determined by the respondents' answer to Question 17d which asked what the parent could do to assist the child to achieve the goals.
22. Tell what could be done if not pleased with way services for child were being carried out. This was determined by the respondents' answer to Question 17e regarding what the parent could do if he/she were not pleased with the way the services for the child were being carried out.
23. Competency of the driver to deal with special needs children. This was determined by the respondents' answer to Question 18 which asked parents if they felt that the driver of their child's vehicle seemed to know how to deal with any problems or special needs that may have arisen during the course of delivering the child to and from school.



24. Appropriateness of transportation vehicle. This was determined by the respondents' answer to Question 19 which asked whether in the parents' mind the vehicle used to transport the child to and from school was appropriate to the needs of the child.
25. Age. This was determined by the respondents' answer to Question 21 which asked the age of the respondent.
26. Level of education. This was determined by the respondents' answer to Question 22 which asked the highest grade completed of the respondent.
27. Economic level. This was obtained by relating the coding to the Title I and Non-Title I schools.

#### Presumed Dependent Variable

1. Parent satisfaction. This was obtained by the respondents' answer to Question 20 which asked how satisfied he/she was with the program the child was receiving.

#### Respondents' Answers to Questionnaire

The responses to each item on the questionnaire were analyzed in relation to the age groups. The total number of answers in each category were converted to percentages to determine what percent of the sample answered yes, no, don't know, or does not apply to each question. A description of the data appear in Appendix D.



Analysis of the Relationships  
Between Question 1 Through  
Question 19 By Question 20

Table 6 shows the correlation between each of the first 19 questions in the questionnaire and Question 20 which asks how satisfied are you with the program your child is receiving.

The questions appear in order with their respective percentages,  $x^2$ , and probability level.

It is interesting to note that the majority of the questions were significantly related to Question 20  $p < .05$ , with the exception of Questions 2, 5, 8, and 18.

Table 6

## Summary

Question 1 To Question 19 By Question 20

Question 20 Question #	Sample Size	% ( of 241)	$\chi^2$	P	C
1	189	78.4%	16.61656	.0000	.28
2	26	10.8%	1.41644	.2340	.23
3	167	69.3%	10.63611	.0011	.24
4	167	69.3%	5.37845	.0204	.18
5	155	64.3%	2.83095	.0925	.13
6	153	63.5%	8.06123	.0045	.22
7	166	68.9%	6.04963	.0139	.19
8	159	66.0%	1.67426	.1957	.10
9	123	51.0%	7.26393	.0070	.24
10	129	53.5%	8.09864	.0044	.24
11	139	57.7%	12.58612	.0004	.29
12	169	70.1%	22.03209	.0000	.34
13	156	64.7%	38.94432	.0000	.45
14a	186	77.2%	24.56137	.0000	.34
14b	137	56.8%	23.30481	.0000	.38
15	189	78.4%	29.24780	.0000	.37
16	168	69.7%	58.19664	.0000	.50
17a	190	78.8%	29.11633	.0000	.36
17b	183	75.9%	47.31030	.0000	.45
17c	178	73.9%	32.59641	.0000	.39
17d	170	70.5%	45.99667	.0000	.46
17e	165	68.5%	54.67754	.0000	.50
18	37	15.4%	0.26596	.6061	.08
19	41	17.0%	4.36056	.0368	.31

## C H A P T E R    V

### DISCUSSION & CONCLUSIONS

#### Summary

The purpose of this chapter is to: 1) summarize findings reported in this study; 2) develop conclusions based on the data; 3) discuss the conclusions; 4) address limitations of the study; 5) state recommendations to be implemented as a result of the research; and 6) discuss implications for future research.

The results of the study reveal that the involvement of parents in the many aspects of the Chapter 766 evaluation process is significantly related to satisfaction with the child's educational plan. This investigator thinks the satisfaction will engender a supportive climate from which the child may derive direct educational benefits. Thus, the results of this investigation may offer educators valuable information regarding components likely to enhance educational progress of special needs children. This investigator believes that when a child receives clear information and a unified position from school personnel and his/her parents regarding the educational program, there is a greater likelihood that the child will feel more comfortable in school and have a greater sense of belonging than if he/she does not have this unified

support.

The parent questionnaire is the vehicle used in the study to measure degree of parent satisfaction. The questionnaire concerns parts of the Chapter 766 evaluation process. An analysis of the data provides insight into the factors that enhanced the feeling of satisfaction.

### Conclusions

The analyses of the data indicate significant relationships between the following variables:

1. A test of significance was applied to the respondents' answers to Question 1 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving information was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .28. Raw data appear in Appendix F, p. 147.
2. A test of significance was applied to the respondents' answers to Question 3 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that

meeting with school personnel was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .24. Raw data appear in Appendix F, p. 149 .

3. A test of significance was applied to the respondents' answers to Question 4 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that being informed was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .18. Raw data appear in Appendix F, p. 150.
4. A test of significance was applied to the respondents' answers to Question 6 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that understanding the results of the test was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .22. Raw data appear in Appendix F , p.152 .
5. A test of significance was applied to the re-



spondents' answers to Question 7 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that understanding the language and writing of the educational goals was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .24. Raw data appear in Appendix F, P. 153.

6. A test of significance was applied to the respondents' answers to Question 9 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that completion of the IEP within 30 days was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .24. Raw data appear in Appendix F, p. 155.
7. A test of significance was applied to the respondents' answers to Question 10 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that sending the

educational plan for approval within 10 days was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .24. Raw data appear in Appendix F, p. 156.

8. A test of significance was applied to the respondents' answers to Question 11 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving a core evaluation each year since initially receiving special education was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .29. Raw data appear in Appendix F, p. 157.
9. A test of significance was applied to the respondents' answers to Question 12 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving a written summary of the last review was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .34. Raw data appear in Appendix F, p.158.

10. A test of significance was applied to the respondents' answers to Question 13 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving all services called for in the IEP was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .45. Raw data appear in Appendix F, p. 159.
11. A test of significance was applied to the respondents' answers to Question 14a and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving written progress reports every 3 months was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .34. Raw data appear in Appendix F, p. 160.
12. A test of significance was applied to the respondents' answers to Question 14b and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that clarity of written progress reports was effective for

satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .38. Raw data appear in Appendix F, p. 161.

13. A test of significance was applied to the respondents' answers to Question 15 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving other communication from school was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .37. Raw data appear in Appendix F, p. 163.
14. A test of significance was applied to the respondents' answers to Question 16 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that receiving information about child's progress was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .50. Raw data appear in Appendix F, p. 164.
15. A test of significance was applied to the re-

spondents' answers to Question 17a and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that ability to share information about which special education teachers were working with a child was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .36. Raw data appear in Appendix F, p. 165.

16. A test of significance was applied to the respondents' answers to Question 17b and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that ability to share information about goals attained and not attained during the passed 3 months was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .45. Raw data appear in Appendix F, p. 166.

17. A test of significance was applied to the respondents' answers to Question 17c and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected



and the alternative hypothesis that ability to share information about activities and methods being used to assist the child to reach goals were effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .39. Raw data appear in Appendix F, p. 168.

18. A test of significance was applied to the respondents' answers to Question 17d and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that ability to share information about what parents can do to assist in goal attainment was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .45. Raw data appear in Appendix F, p. 169.
19. A test of significance was applied to the respondents' answers to Question 17e and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that ability to share information about what can be done if not pleased regarding services was effective for

satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .50. Raw data appear in Appendix F, p. 171.

20. A test of significance was applied to the respondents' answers to Question 19 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that appropriateness of child's transportation vehicle was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .31. Raw data appear in Appendix F, p. 173.
21. A test of significance was applied to the respondents' answers to Question 22 and Question 20. The result of this analysis was significant ( $p < .05$ ), thus the null hypothesis was rejected and the alternative hypothesis that level of education was effective for satisfaction was accepted. The contingency coefficient measured the extent of the relationship at .18. Hypothesis appears in Appendix F; raw data in Table 3, p.68.

There were no significant relationships for any of the other hypotheses which were tested:

### Discussion

The significant relationship between receiving information and satisfaction could be assumed to mean that when parents received information they feel better informed and have a sense of understanding of the process of Chapter 766. Another possibility is that parents gain some sense of mastery in regard to the development of the educational plan. The mastery might be associated with the parent's feeling he/she had a voice in the development of the plan.

Parents who lived with some anxiety regarding the public school, possibly brought on by their own experiences as a child, might feel that the school was reaching out to them when they received information. Parents who might have appreciated the tangible outreach products of the school such as workshops, public service announcements, may have felt that their needs were recognized. A feeling of involvement may have been associated with the recognition of needs, and an increased feeling of self-worth. This investigator's experience has indicated that parents who tend to frequent their child's school, approach team meetings with relative confidence. Additional research is necessary if assumptions are to be made regarding relationships among factors of outreach, involvement, and increased feelings of self-worth among parents.

There was not a significant relationship between being

told of results of kindergarten screening and satisfaction. The low frequency of responses, as a result of the small sample to which this question applied, may have contributed to this finding. Since the direction that preceded this question stated "Answer this question only if your child entered kindergarten this year or last year," the statement eliminated the largest percentage of possible respondents. More than half of the total number of responses for Question 2 responded that the question did not apply to them.

There was a relationship between respondents meeting with a school representative before the child's evaluation was started and satisfaction. It could be assumed meeting someone from the school might take many forms, e.g., parents attending open house and/or participating in a conference with the teacher, guidance counselor or principal. The practice of meeting may engender a feeling of trust and confidence on the part of the parent. Parent-school participation in meetings demonstrates that the school does not act unilaterally, does not begin the process of evaluation without consultation with parents and respects the feeling and expressed wishes of parents. Employing this procedure, the school would have a much easier time proceeding with parents and involving them in subsequent meetings around needs of their child.



There was a relationship between responses concerning attendance and participation at the meeting in which the educational plan for the child was written and satisfaction. Because parents care about their handicapped child, parents want to be included in planning for their child's program. It is assumed that when invited to attend IEP meetings, parents will experience a greater sense of satisfaction than if they were not invited to attend and participate. This investigator feels that parent involvement in the development of the plan may lead to parents becoming more interested in the plan and subsequently more supportive of the school's efforts to meet the objectives of the IEP. This investigator recommends future research to determine the relationship of positive contact hours parents spend attending school related conferences and support of the child's IEP.

The relationship of being informed that parents could bring a friend, advocate or specialist to the educational plan meeting to satisfaction was not significant. Contributing reasons for this finding may have been:

(a) parents receive a relatively large amount of information material from the special education office and may have not noticed this specific item; (b) many parents, as indicated in the data, are pleased with their child's plan, thus do not consider bringing a friend, advocate or



specialist for reasons of dispute; (c) parents may consider this item somewhat confrontational in nature and wish to avoid this climate. Consideration could be given by the special education department to sending out separate communications regarding this specific issue and to emphasize the positive aspects of bringing a friend, advocate or specialist.

There was a relationship between understanding the results of the tests discussed at the child's evaluation meeting and satisfaction. This investigator thinks that the work of team members who conducted assessments has been effective in explaining the assessments and recommendations for the educational plan in language parents could understand. The ability of Brookline school staff to deal with this issue may be attributed to recent professional training for maintenance and enhancement of skills that the majority of Brookline's specialists have received. Many of the specialists have participated in specific training for dissemination of information to lay people, parents, and community groups.

There was a relationship between the educational goals set for the child in writing and language that could be understood and satisfaction. Part of the mechanism of Chapter 766 that addresses utilizing assessments to determine goals of the IEP is that each specialist who com-

pletes an assessment writes a statement of the child's specific needs. Their needs are translated into goals of the IEP. It could be assumed that if parents are presented verbally with results of assessments and explanation of tests in a clear precise manner, there will be a greater likelihood they will understand the written goals of the IEP.

The relationship between parents being informed that they could reject or accept the educational plan and satisfaction was not significant. This finding suggest a number of possibilities that this investigator considers important. Most parents were part of the evaluation team who made recommendations concerning the child's program. Consequently it might have been a lower priority for the parents to consider rejecting the plan since they were involved in the plan's design. Another possibility is that there may be members of the team who, in their enthusiasm for the plan they helped developed, may not have emphasized the options parents could exercise. Perhaps the lengthy quasi-legal steps of mediation and appeals that follow a rejected IEP may discourage a parent from rejecting the plan.

It is possible to consider the issues of options in the context of how parents view public education. Historically, parents were rarely given options regarding

their handicapped youngster's program in school prior to Chapter 766. As a result of attitudes developed from this situation and parents' experiences in public school, this item may have been passed over lightly or not internalized by them. As a result when parents viewed this item on the questionnaire, in a sense it may have become an issue available to them for the first time.

There was a relationship between the child's education plan being completed within 30 school working days from the time that parents were notified and satisfaction. It could be assumed that parents who indicated that their child's educational plan was completed with 30 school working days perceived that school staff and clerical staff demonstrated a commitment to keep appointments and meet deadlines. Another factor that may have elicited a response of satisfaction might have been that in almost every case when an evaluation team's members sensed that delays might result because of illness or absence on the part of the child or some other unanticipated situation, parents were fully informed. Parents were asked to agree to an extension of time. Most parents have not objected to a delay under these circumstances. This fact may have helped parents to understand and excuse the school department when it was occasionally late in delivering an educational plan. This investigator contends that: if a parent is invited

to a meeting prior to the full evaluation team meeting and also invited to be present at all subsequent meetings, and feels part of the process of evaluation, then the actual number of days would not be a high priority by the parent since they would feel involved and committed along with school personnel to develop an educational plan that met their child's needs.

There was a relationship between (1) receiving the educational plan sent to parents for approval within 10 days of its completion and satisfaction and (2) receiving a written summary of the last review and satisfaction. These findings indicate to this investigator that parents who (1) were invested in being part of the evaluation process; (2) attended meetings and had communication with school personnel; (3) were informed if appointments had to be changed; and (4) had a trusting relationship with their child's special education teacher, may not be concerned with technicalities of time mandates and paper procedure as stated in Chapter 766. Conversely, when an evaluation team (1) has not communicated clearly with parents; (2) has not invited parents to be full participants in their child's education plan; and (3) has not called parents about changes in appointments when necessary; parents may feel excluded and would tend to be more concerned with the regulations. The issues of the number of days and



specific reports as specified in the regulations may be considered by certain parents in an effort to begin to compile evidence against the school department in the event of a subsequent IEP dispute.

There was a relationship between parent reporting that the child received all the services called for in his/her educational plan and satisfaction. This finding indicated parents felt informed about their child's program and the school had met its commitment for services called for in the IEP. This situation, quite likely can engender a feeling of trust between parent and school. It is this researcher's assumption that there is a relationship between parent's perception regarding service and parent's liking the special education teacher who is delivering service to his/her child. This feeling of "liking the teacher" may be developed as a result of frequent contacts between teacher and parent or it may be as a result of the feedback that parents receive from their own child about how happy he/she is in the teacher's special education room. Future research is needed to determine if there is a significant relationship between these variables.

There was a significant relationship between receiving written progress reports every 3 months and satisfaction. The fact that respondents replied in this manner reflects the parent perception of the functioning of the monitoring



process which involves the practitioner delivering direct service to the child, the liaison person who completes monitoring reports, and clerical staff who mail the reports regularly. It is this investigator's contention that the regularity of the written report is not as important to the parent as the communication that should take place between the special education teacher and the parent. This communication might take the form of a telephone call, a note home or the informal coffee hour that might take place before or after school. In contrast many special education administrators assert that the written quarterly report formalizes the communication process and serves to keep parents at arm's length by signaling that the way one learns about his/her child is through the formal written quarterly report. This investigator contends that this in effect discourages the easy open communication that has helped to serve as a bridge between home and school.

There was a significant relationship between the clarity of the written progress reports received by parents every 3 months and satisfaction. One reason that parents felt that the written progress reports had clarity may have been related to the design of the form. Another reason may be the easy open communication that exists between the special education teacher and parents allowing them to call or drop into school to help interpret any part

of the report which was not clear.

The fact that a statistically significant number of respondents reported that they have been kept informed by the school regarding progress of their child in ways beyond report cards or quarterly reports indicates that the special education staff have utilized a wide range of approaches to communicate the child's progress to parents. Special education teachers in Brookline utilize mailing privileges to allow them to share information by mail at no expense to them. In addition they are encouraged to host before school coffee meetings to help working parents come into school buildings prior to their work day. The open forum of Parent-Teacher Organization night is often capitalized on by special education staff to reach out to parents and share information about the progress of their children.

The fact that a statistically significant number of respondents indicated that information transmitted is helpful substantiates this investigator's contention that there is the relationship between parent contacts and parent's perception that these contacts are helpful.

Another observation relates to themes that continue to reappear at almost every statewide meeting of special education administrators. It has been discussed that every effort should be made to increase the amount of information shared with parents of handicapped children. The feeling of the group of administrators is that increasing

information and contacts help to engender further trust between parents and school and lessen the possibility of having to face rejected IEP's. This may be a cost effective approach since the appeals process is expensive and requires long hours of preparation.

There was a relationship between ability to share and relate to a friend information received from school about: (a) which special education teachers are working with a child; (b) which goals had and had not been attained; (c) which activities and methods teacher are using to reach goals; (d) what parents can do to assist in achieving goals; and (e) what parents can do if not pleased with the ways services are carried out, and satisfaction. The parents' replies to these questions indicated that they felt informed about their child. This finding is a clear testimonial to the obvious dedication and energy displayed by department personnel.

One could speculate that the notion of Questions 17a-e had an historical development which now places the public school on the defensive. This investigator believes that Massachusetts is still reacting to the long years of neglect, exclusion, and arbitrary decisions foisted on parents by the public schools. As a result of this past history, parents, their advocates, and the legal profession heavily weighted certain regulations. Now school personnel are in a sense compensating for past transgressions.

Presently some of the 766 process is weighted in the parents' favor. This situation unduely relieves parents as well as private and public agencies from their responsibilities to handicapped children.

The next two questions of the questionnaire dealt with transportation. The question that asked the respondent whether the driver seemed to know how to deal with their child's problems was not significantly related to satisfaction. This finding may have resulted from a small sample size. This investigator thinks the reason for a small sample size is attributable to the design of special education delivery services in Brookline. Eight years ago, two years prior to the enactment of Chapter 766, the School Committee approved the recommendation of this investigator and the superintendent of schools to decentralize special education services and develop facilities to serve handicapped children in each neighborhood school. This action resulted in most special needs children being able to remain with their friends and walk to their neighborhood school. An additional benefit resulting from this 1972 decision was a more cost effective transportation plan that cut down the numbers of children requiring bussing.

The fact that a statistically significant number of respondents felt that their child's vehicle was appropriate



for his/her needs indicate that parents were generally satisfied that the conveyance contracted by the Brookline School Department was equal to the task of transporting their child on time and in a manner that employed reasonable safety standards. A factor that caused this investigator to speculate as to why there were differences in findings in the two transportation questions might be, as earlier indicated, that: 1) most special needs students walk to their neighborhood schools; and 2) once there, parents are informed about the wide range of education trips that their children take which do require transportation. These trips are positively received by the students and as a result of the comments that parents receive from their children they, too, are pleased with the trips and consequently would have a tendency to be pleased with the transportation vehicle that transported their child.

There was not a significant relationship between age of the respondent and satisfaction. Though this finding is not statistically significant, it is a powerful research finding in this study. This data clearly indicates that the age of the respondent did not effect their satisfaction with these selected aspects of the 766 process.

The relationship between level of education and satisfaction was a dramatic finding that revealed that the lower the education level of the parent the more likely



they will be satisfied with their child's program. This revealing data forces this investigator to rethink the parent education program that developed in Brookline. More emphasis should now be directed toward working with parents who have not completed high school so that they fully understand both what their options are regarding the educational plan for their child and that they have recourse through the school department and/or through the State Department of Education if they are not satisfied with their child's program.

Recent history in Brookline concerning options exercised by parents as the result of rejected IEP's have led this investigator to the following speculation.

Brookline has had 46 rejected IEP's requiring conferences and/or state mediation and appeals since 1975. All parents were natural or adoptive; all but two of the sets of parents had at least one parent with a college education. It appears that due process rights that accompany Chapter 766 regulations are being utilized by a proportion of the better educated parents, and not being utilized anywhere near as often by parents who have less than a high school education. People could immediately point out that this is not inconsistent with the practice that has historically been a sad chapter in our country's judicial practices. Namely, that laws and regulations are passed

in State Capitals and the halls of Congress in Washington to apply to all our citizens, but justice and due process are not accorded to all. This investigator will make a conscious effort to attract the attention of State Department of Education officials, members of the legislature and the public media to point out what many have suspected all along - Chapter 766 in effect has provided many services to many handicapped children, but it has also further widened the gap between the better educated and the lesser educated group of parents in regard to their ability to have choices and input to the educational plan for their handicapped child.

#### Limitations of the Study

The study is generalizable to communities that are matched in both population and amount of service with Brookline. It is not generalizable beyond this point.

This investigator does touch on many aspects of the evaluation process under Chapter 766, but there are other aspects that are beyond the scope of the study. There has been no attempt to deal with the parents who rejected the IEP nor was there a mechanism to explore the attitudes of those parents who not only rejected the IEP, but also experienced the final phase of the evaluation process.

Although the study compared Title I and Non-Title I

schools which dealt with economic level, there was no attempt to deal with the social characteristics of parents as they relate to level of satisfaction. There was no mailing attempted to try to capture the attitude of parents whose children had completed the full special education program and had either graduated from high school or had turned 22 years of age. Though this investigator has not collected data on these aspects, they are recognized as important items for future research.

#### Recommendations

The following recommendations are made for school personnel based on the results of this study:

1. Assist PAC to sponsor a series of parent support groups aimed at the population of parents who are not high school graduates. The focus of this support group would be to better inform parents of their options regarding the IEP and help them be more comfortable at meetings with school staff.
2. Organize additional training for the special education staff to improve sensitivity around parents' feelings. The focus of this training could be on parents who are not aware that they could bring a friend, advocate or specialist

with them to meetings or that they (parents) had options after they received the IEP.

3. Cooperate with PAC in fully informing the State Department of Education of the results and implications of this research. This sharing process would include the following:
  - (a) Meeting with the Associate Commissioner for Special Education to share the major findings with him as well as deputies in the department.
  - (b) Schedule a presentation before the entire membership of the Association of Special Educators (ASE). This organization is the largest one of its kind in New England.
  - (c) Prepare written and audiovisual material of the data in this research to share with the executive committee of the state wide network of parent advisory counsels in order for them to share information with memberships regarding the work of the Brookline Association.
4. Disseminate the results of this investigation with the pupil personnel staff of the Brookline schools to allow them to gain insight into the perceptions of the parents in the community in



which they work, as well as eliciting their reactions and recommendations.

### Implications for Future Research

This investigator submits the following topics as possible areas for future research.

1. Investigate the relationship among factors of outreach by school, involvement by parent with school and increased feelings of self-worth among parents.
2. Determine the relationship between the positive contact hours parents spend attending school related conferences and parent support of the child's IEP.
3. Evaluate the impact of inservice training on professional staff in upgrading and enhancing skills in dissemination of information to lay people and community groups.
4. Examine the relationship between parents' concern with number of days stated in the regulations for delivery of the IEP with subsequent cases of disputed IEP's that go to mediation and appeals.
5. Determine the factors that contribute to parent perception of "liking the teacher."



APPENDICES



THE PUBLIC SCHOOLS OF BROOKLINE  
BROOKLINE, MASSACHUSETTS 02146  
AREA CODE 617 734-1111

ROBERT I. SPERBER  
SUPERINTENDENT OF SCHOOLS

FRANCIS W. MCKENZIE  
Coordinator of Pupil Personnel Services  
ROGER P. AUBREY  
Director of Guidance and Health Education  
NATHANIEL J. RESNICK  
Supervisor of Social Education  
JAMES J. CONNOLLY  
Supervisor of Attendance

September 29, 1978

Doctoral Dissertation Committee (Nathaniel J. Resnick)  
School of Education  
University of Massachusetts  
Amherst, Massachusetts 01003

Gentlemen:

I have reviewed Mr. Resnick's proposal with interest and enthusiasm. Since 766 process beginnings in 1974 Brookline has tried mightily not only to provide for all handicapped children as outlined in the law, but also to work with an active parent advisory group within our community. The proposal submitted by Mr. Resnick will be of great value to our department in revealing the attitudes and perceptions of our parents in Brookline.

I am pleased to indicate that the Brookline School Department endorses the project. I personally feel that the parent group administration of the questionnaire will help insure confidentiality.

Sincerely yours,

Francis W. McKenzie  
Coordinator of Pupil Support Services

FWMK:jaf



Division of Special Education

The Commonwealth of Massachusetts  
Department of Education

31 St. James Avenue, Boston, Massachusetts 02115

June 26, 1978

Mr. Nathaniel J. Pasnick  
Supervisor of Special Education  
333 Washington Street  
Brookline, Massachusetts 02146

Dear Jeff:

It is my understanding that you are interested in using the Program Audit Parent Questionnaire to survey Brookline parents to determine their attitude toward special education services in the town. Further, you intend to use the results as part of your doctoral dissertation at the University of Massachusetts.

As you know, we encourage school people to use the audit materials in any self-evaluation effort. We ask only that you make it clear on your letters to the parents that the materials, although developed by the Division of Special Education, are not to be considered as part of an official evaluation by the state. I would expect that you will also reference the materials for your dissertation and will again explain that the procedure was not carried out as an official program audit.

Good luck in your work and we look forward to seeing your findings.

Sincerely,

Judy Riegelhaupt  
Director  
Bureau of Program Audit  
and Assistance

JR/efm



THE UNIVERSITY OF WISCONSIN—MILWAUKEE/P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF ALLIED HEALTH PROFESSIONS  
DEPARTMENT OF HEALTH SCIENCES  
OCCUPATIONAL THERAPY PROGRAM

(414) 963-2615

August 29, 1978

Mr. N. J. Resnick  
Director of Special Education  
Brookline School Department  
333 Washington Street  
Brookline, MA 02146

Dear Jeff:

It appears to me that your study will have a significant impact on the relationship between parents and educators in monitoring the education of disabled children. The prime research questions that you raise in the study are significant in the area of special education. In analyzing your proposal I felt that you have done an excellent job in presenting the historical background of the development of Chapter 766 in Massachusetts. The need for the study is directly related to the evaluation of services to the handicapped.

The design of the study is adequate and is a logical extension of the review of literature.

As the design is further developed, the specific statistical techniques that will be applied in analyzing the data will become more refined. I would suggest that you run through hypothetical examples of data to test out the validity of the statistical design.

In summary, your research design is feasible and the data that you will collect will answer the research questions presented.

Sincerely,

A handwritten signature in dark ink, appearing to read "Frank Stein".

Frank Stein, Ph.D.

FS:m

SPECIAL EDUCATION ADVISORY COMMITTEE  
 Town of Brookline  
 333 Washington Street  
 Brookline, Massachusetts  
 02146

Directors:

Betsy Anderson

Lois Caporal

Neil Dore

Ruth Frost

Virginia Geller

Winifred Gens

Barbara Gopen

Ruth Kahn

Irene Kaplan

Liz Kelly

Michelle Krahmer

Ginger Levich

Bobbi Martino

Julia McMahon

Beverly Mitchell

Cicily O'Bryant

Russ Olin

Elaine Ostroff

Kenneth Pratt

Jeff Resnick

Peg Richardson

Mickey Seltzer

Phyllis Sneideron

Theo Stewart

Fay Wilgoren

Terri Wilson

February 26, 1979

Chairperson:

Helen Dempsey

Dear Parent:

The Special Education Advisory Committee which is the authorized parent advisory group to Brookline Public Schools is extremely interested in parent attitudes regarding evaluation and service for Brookline's special needs population.

We are undertaking distribution of the enclosed questionnaire (with permission from the State Department of Education) and hope that every parent will take a moment to complete the questionnaire and return it as soon as possible. We hope to be able to determine the following information: 1. If Brookline's services regarding evaluations are in compliance both with the spirit and the letter of the law. 2. If there are any significant differences from one school to another regarding how evaluations are administered and how services are delivered.

The return questionnaire will be in strict confidence and you can be assured full anonymity.

This material will also be useful in other capacities. The State Department of Education is interested in a study of this kind, and Mr. Resnick, our Special Education Administrator, will be submitting the results of the material for research purposes to the University of Massachusetts.

Your full cooperation will be most appreciated.

Cordially,

*Helen Dempsey*

Helen Dempsey, Chairperson  
 Parent Advisory Committee

PLEASE DETACH AND RETURN PERMISSION (BELOW) WITH QUESTIONNAIRE

I fully understand the purpose and scope of this questionnaire and answer said questions of my own free will.

Signature

Date

Enc: Questionnaire and self-addressed envelope



## WILLIAM P. MITCHELL

DATA PROCESSING AND STATISTICAL CONSULTING  
CONTRACT PROGRAMMING/ANALYSIS/TECHNICAL WRITINGMAILING ADDRESS:  
BOX 224  
BRIGHTON, MA 02135

March 23, 1980

TELEPHONE:  
(617) 783-1745

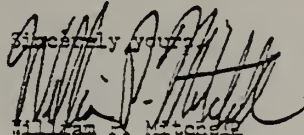
Mr. Nathaniel J. Resnick  
Supervisor of Special Education  
Brookline School Department  
Town Hall  
Brookline, MA 02146

Dear Mr. Resnick:

As your statistical consultant, I would like to point out the advantages of using the SPSS package to handle your data.

I have used SPSS professionally for seven years and have taught it at the graduate level at Massachusetts Institute of Technology. SPSS is generally considered to be the leading statistical package available in this country for social science research.

The strongest argument for the selection of SPSS is, however, its compatibility with the Town of Brookline's computer, and your accessibility to that computer. It is my understanding that the Special Education Advisory Committee may ask for additional research in the future and with this in mind, I deem it critical that your analysis package be compatible with the Town of Brookline's computer.

Sincerely yours,  
  
William P. Mitchell

PARENT QUESTIONNAIRE

Please answer all questions from your experience during the past 12 months.

### PUBLIC COMMUNICATION

Yes

No

Don't  
know

Doesn't  
apply

1. Did you receive any information concerning special education from your school system through newsletters, notices, informal meetings, workshops, etc.? About how often? \_\_\_\_\_

\_\_\_\_\_

### KINDERGARTEN SCREENING

Answer this question only if your child entered kindergarten this or last year.

2. Were you told about the results of the kindergarten screening for your child.

\_\_\_\_\_

### CORE EVALUATION

Answer Questions 3 to 10 only if your child was evaluated or re-evaluated during the past 12 months.

3. Were you given a chance to meet with someone from school before your child's evaluation was started to discuss what tests would be done and why?

\_\_\_\_\_

4. Were you asked to attend and participate in the meeting where the educational plan for your child was written?

\_\_\_\_\_

5. Were you informed that you could bring a friend, advocate, or specialist to the educational plan meeting?

\_\_\_\_\_

6. Did you understand the results of the tests discussed at your child's core evaluation meetings?

\_\_\_\_\_

7. Were the educational goals that were set for your child described to you in writing and language that you could understand?

\_\_\_\_\_

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>	<u>Does appl</u>
8. Were you informed that you could either accept or reject the educational plan?	_____	_____	_____	_____
9. Was your child's educational plan completed within 30 school working days of the date you were notified?	_____	_____	_____	_____
10. Was your child's educational plan sent to you for approval within ten days of its completion?	_____	_____	_____	_____
11. Has your child had a core evaluation <u>review</u> each year since he/she initially began receiving special services?	_____	_____	_____	_____
12. Did you receive a written summary of the last review?	_____	_____	_____	_____

PROGRAM DELIVERY

13. Is your child receiving all the services called for in his/her educational plan?	_____	_____	_____	_____
14. a. Do you receive written progress reports every three months from the school?	_____	_____	_____	_____
b. Were these reports clear to you?	_____	_____	_____	_____
15. In addition to report cards or quarterly progress reports, have you been told about your child's progress in school by letter, telephone, or individual meetings? About how often? _____	_____	_____	_____	_____
16. In general has this information about your child's progress been helpful?	_____	_____	_____	_____
17. From the information I have received from the school, if I were asked and wanted to share this information, I would be able to tell a friend...				
a. Which special education teachers are working with my child.	_____	_____	_____	_____
b. Which goals my child has attained and which goals my child has not attained during the past three months.	_____	_____	_____	_____

- |   | Yes   | No    | Don't know | Doesn't apply |
|---|-------|-------|------------|---------------|
| c. The activities and methods which teachers are using to assist my child in reaching these goals.                        | _____ | _____ | _____      | _____         |
| d. What I can do to assist my child to achieve these goals.   | _____ | _____ | _____      | _____         |
| e. What to do if I were not pleased with the ways the services in the education plan for my child were being carried out. | _____ | _____ | _____      | _____         |

TRANSPORTATION (Answer these questions only if your child is receiving special transportation).

18. Does the driver seem to know how to deal with your child's needs and problems?  
 \_\_\_\_\_
19. Is your child's transportation vehicle appropriate for his/her needs?  
 \_\_\_\_\_
- 
20. How satisfied are you with the program your child is receiving?  
 \_\_\_\_\_ Very satisfied    \_\_\_\_\_ Satisfied    \_\_\_\_\_ Dissatisfied    \_\_\_\_\_ Very dissatisfied  
 If dissatisfied, why?

21. What is your age?

\_\_\_\_\_ 18-24    \_\_\_\_\_ 25-31    \_\_\_\_\_ 32-38    \_\_\_\_\_ 38-44    \_\_\_\_\_ 45-51    \_\_\_\_\_ 51-58

22. What was the highest grade you completed?

Grade 7 or below \_\_\_\_\_ 8th \_\_\_\_\_ 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th \_\_\_\_\_ 12th \_\_\_\_\_

College - 13th \_\_\_\_\_ 14th \_\_\_\_\_ 15th \_\_\_\_\_ 16th \_\_\_\_\_

Graduate School \_\_\_\_\_



QUESTIONNAIRE  
USED IN SIMILAR RESEARCH

## QUESTIONNAIRE USED IN RESEARCH OF W. J. PISTONO

## PARENT QUESTIONNAIRE

1. Age
2. Educational level: Less than high school \_\_\_\_  
Finished high school \_\_\_\_  
More than high school \_\_\_\_  
Finished college \_\_\_\_  
(B.A. or more) \_\_\_\_
3. Have you ever attended an EPFC before?  
Yes \_\_\_\_ No \_\_\_\_
4. Which of the following methods was used to explain the purpose and procedures of the EPFC to you? (If more than one were used, choose the one which best explained the EPFC to you.)  
\_\_\_\_ A. A conference with a school person either at home or at school  
\_\_\_\_ B. Pamphlet or brochure explaining the EPFC  
\_\_\_\_ C. The explanation today at the EPFC
5. Did you review your child's records, reports and other information before the EPFC?  
Yes \_\_\_\_ No \_\_\_\_
6. Did a school person explain the results of the tests given your child before the EPFC?  
Yes \_\_\_\_ No \_\_\_\_

Please circle the answer which best describes your feelings about each of the following questions:

7. During the EPFC, I felt as though I made a contribution towards the decisions made.

Strongly Agree    Agree    Disagree    Strongly Disagree

8. I was given a chance at the EPPC to tell my goals for my child.

Strongly Agree    Agree    Disagree    Strongly Disagree

9. During the EPPC, I felt as though I were part of a team working to help my child.

Strongly Agree    Agree    Disagree    Strongly Disagree

10. Sometimes during the EPPC I felt as though my presence was not needed.

Strongly Agree    Agree    Disagree    Strongly Disagree

11. I had as much influence in the decisions made for my child as anyone at the EPPC.

Strongly Agree    Agree    Disagree    Strongly Disagree

12. During the EPPC, I often felt nervous and uncomfortable.

Strongly Agree    Agree    Disagree    Strongly Disagree

13. During the EPPC, I felt free to express my opinions about my child.

Strongly Agree    Agree    Disagree    Strongly Disagree

14. I felt very much out of place during the EPPC.

Strongly Agree    Agree    Disagree    Strongly Disagree

15. Once the meeting began, I forgot about being nervous and felt at ease.

Strongly Agree    Agree    Disagree    Strongly Disagree

16. I was too nervous to say everything that I wanted to say.

Strongly Agree    Agree    Disagree    Strongly Disagree

Table 7

## Question 1: Received Information ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	28	12.6	30 (12.9)	17	60.7	9	32.1	2	7.1	0	0
32-44	129	58.1	135 (57.9)	77	59.7	45	34.9	5	3.9	2	1.6
45-58	65	29.3	68 (29.2)	46	70.8	12	18.5	5	7.7	2	3.1
Total	222	100.	233 (100.)	140	63.1	66	29.7	12	5.4	4	1.8

Table 8

## Question 2: Told Results Kindergarten Screening ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	13	19.7	30 (12.9)	3	23.1	3	23.1	1	7.7	6	46.2
32-44	42	63.6	135 (57.9)	9	21.4	8	19.0	0	0.0	25	59.5
45-58	11	16.7	68 (29.2)	0	0.0	3	27.3	0	0.0	8	72.7
Total	66	100.	233 (100.)	12	18.2	14	21.4	1	1.5	39	59.5



Table 9

Question 3: Meet Someone Before Evaluation ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	30	15.5	30 (12.9)	20	66.7	8	26.7	0	0.0	2	6.7
32-44	111	57.	135 (57.9)	69	62.2	32	28.8	3	2.7	7	6.3
45-58	53	27.3	68 (29.2)	32	60.4	16	30.2	0	0.0	5	9.4
Total	194	100.	233 (100.)	121	62.4	56	28.9	3	1.5	14	7.2

Table 10

Question 4: Asked to Attend Meeting ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	15.1	30 (12.9)	15	51.7	13	44.8	1	3.4	0	0
32-44	110	57.3	135 (57.9)	77	70.0	25	22.7	1	0.9	7	6.4
45-53	27.6	27.6	68 (29.2)	39	73.6	9	17.0	1	1.9	4	7.5
Total	192	100.	233 (100.)	131	68.2	47	24.5	3	1.6	11	5.7

Table 11

## Question 5: Could Bring Someone?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	15.2	30 (12.9)	8	27.6	15	51.7	3	10.3	3	10.8
32-44	109	57.1	135 (57.9)	45	41.3	52	47.7	2	1.8	10	9.2
45-58	53	27.7	68 (29.2)	19	35.8	27	50.9	2	3.8	5	9.4
Total	191	100.	233 (100.)	72	37.7	94	49.2	7	3.7	18	9.4

Table 12

Question 6: Understand Test Results ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	15.3	30 (12.9)	24	82.8	3	10.3	0	0	2	6.9
32-44	108	56.8	135 (57.9)	71	65.7	15	13.9	2	1.9	20	18.5
45-58	53	27.9	68 (29.2)	41	77.4	6	11.3	0	0	6	11.3
Total	190	100.	233 (100.)	136	71.6	24	12.6	2	1.1	28	14.7

Table 13

## Question 2: Educational Goals Described?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	15.2	30 (12.9)	26	89.7	2	6.9	0	0	1	3.4
32-44	111	58.1	135 (57.9)	89	80.2	11	9.9	1	0.9	10	9.0
45-58	51	26.7	68 (29.2)	40	78.4	5	9.8	1	2.0	5	9.8
Total	191	100.	233 (100.)	155	81.2	18	9.4	2	1.0	16	8.4



Table 14

Question 8: Can Accept or Reject Plan ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	14.9	30 (12.9)	23	79.3	2	6.9	2	6.9	2	6.9
32-44	112	57.7	135 (57.9)	86	76.8	14	12.5	4	3.6	8	7.1
45-58	53	27.3	68 (29.2)	37	69.8	7	13.2	2	3.8	7	13.2
Total	194	100.	233 (100.)	146	75.3	23	11.9	8	4.1	17	8.8

Table 15

## Question 2: Plan Complete in 30 Days ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	15.1	30 (12.9)	9	31.0	9	31.0	11	37.9	0	0
32-44	109	56.8	135 (57.9)	46	42.2	30	27.5	23	21.1	10	9.2
45-58	54	28.1	68 (29.2)	24	44.4	13	24.1	12	22.2	5	9.3
Total	192	100.	233 (100.)	79	41.1	52	27.1	46	24.0	15	7.8

Table 16

## Question 10: Plan Sent in 10 Days ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	28	14.5	30 (12.9)	14	50.0	6	21.4	6	21.4	2	7.1
32-44	110	57.0	135 (57.9)	54	49.1	27	24.5	17	15.5	12	10.9
45-58	55	28.5	68 (29.2)	26	47.3	13	23.6	11	20.0	5	9.1
Total	193	100.	233 (100.)	94	48.7	46	23.8	34	17.6	19	9.8

Table 17

## Question 11: Core Review Each Year ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	28	13.8	30 (12.9)	17	60.7	4	14.3	3	10.7	4	14.3
32-44	115	56.7	135 (57.9)	50	43.5	27	23.5	13	11.3	25	21.7
45-58	60	29.6	68 (29.2)	31	51.7	17	28.3	6	10.0	6	10.0
Total	203	100.0	233 (100.)	98	48.3	48	23.6	22	10.8	35	17.2

Table 18

## Question 12: Written Summary of Review?

Age	f	% of this Question	% of this Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	28	13.6	30 (12.9)	17	60.7	9	32.1	0	0	2	7.1
32-44	118	57.3	135 (57.9)	65	55.1	35	29.7	4	3.4	14	11.9
45-58	60	29.1	68 (29.2)	35	58.3	19	31.7	3	5.0	3	5.0
Total	206	100.	233 (100.)	117	56.8	63	30.6	7	3.4	19	9.2



Table 19

## Question 13: Child Receives All Services ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Dosen't Apply	%
18-31	30	13.5	30 (12.9)	19	63.3	2	6.7	7	23.3	2	6.7
32-44	130	58.6	135 (57.9)	71	54.6	17	13.1	28	21.5	14	10.8
45-58	62	27.9	68 (29.2)	42	67.7	9	14.5	10	16.1	1	1.6
Total	222	100.	233 (100.)	132	59.5	28	12.6	45	20.3	17	7.7

Table 20

Question 14a: Written Reports in 3 Months ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	28	12.4	30 (12.9)	17	60.7	9	32.1	0	0	2	7.1
32-44	133	59.1	135 (57.9)	60	45.1	56	42.1	3	2.3	14	10.5
45-58	64	28.4	68 (29.2)	43	67.2	16	25.0	2	3.1	3	4.7
Total	225	100.	233 (100.)	120	53.3	81	36.0	5	2.2	19	8.4

Table 21

Question 14b: Reports Clear ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	23	12.6	30 (12.9)	15	65.2	5	21.7	1	4.3	2	8.7
32-44	106	57.9	135 (57.9)	61	57.5	15	14.2	3	2.8	27	25.5
45-58	54	29.5	68 (29.2)	41	75.9	7	13.0	1	1.9	5	9.3
Total	183	100.	233 (100.)	117	63.9	27	14.8	5	2.7	34	18.6

Table 22

## Question 15: Told of Child's Progress ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	30	13.5	30 (12.9)	21	70.0	7	23.3	2	6.7	0	0
32-44	129	57.8	135 (57.9)	85	65.9	31	24.0	2	1.6	11	8.5
45-58	64	28.7	68 (29.2)	44	68.8	15	23.4	2	3.1	3	4.7
Total	223	100.	233 (100.)	150	67.3	53	23.8	6	2.7	14	6.3

Table 23

## Question 16: Information on Progress Helpful?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	25	12.6	30 (12.9)	20	80.0	3	12.0	1	4.0	1	4.0
32-44	112	56.6	135 (57.9)	82	73.2	16	14.3	2	1.8	12	10.7
45-58	61	30.8	68 (29.2)	45	73.8	9	14.8	4	6.6	3	4.9
Total	198	100.	233 (100.)	147	74.2	28	14.1	7	3.5	16	8.1



Table 24

Question 17a: Tell Which Special Education Teachers ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	30	13.5	30 (12.9)	20	66.7	7	23.3	2	6.7	1	3.3
32-44	129	57.8	135 (57.9)	95	73.6	18	14.0	4	3.1	12	9.3
45-58	64	28.7	68 (29.2)	51	79.7	10	15.6	1	1.6	2	3.1
Total	223	100.	233 (100.)	166	74.4	35	15.7	7	3.1	15	6.7

Table 25

Question 17b: Tell Which Goals Reached ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	30	13.6	30 (12.9)	18	60.0	9	30.0	2	6.7	1	3.3
32-44	127	57.7	135 (57.9)	69	54.3	42	33.1	5	3.9	11	8.7
45-58	63	28.6	68 (29.2)	40	63.5	16	25.4	6	9.5	1	1.6
Total	220	100.	233 (100.)	127	57.7	67	30.5	13	5.9	13	5.9

Table 26

Question 17c: Tell Teacher's Methods ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	29	13.4	30 (12.9)	17	58.6	8	27.6	3	10.3	1	3.4
32-44	126	58.1	135 (57.9)	68	54.0	43	34.1	9	7.1	6	4.8
45-58	62	28.6	68 (29.2)	39	62.9	14	22.6	8	12.9	1	1.6
Total	217	100.	233 (100.)	124	57.1	65	30.0	20	9.2	8	3.7

Table 27

Question 17d: Tell What Parent Can Do ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	28	13.3	30 (12.9)	17	60.7	8	28.6	1	3.6	2	7.1
32-44	121	57.6	135 (57.9)	55	45.5	50	41.3	10	8.3	6	5.0
45-58	61	29.0	68 (29.2)	37	60.7	12	19.7	11	18.0	1	1.6
Total	210	100.	233 (100.)	109	51.9	70	33.3	22	10.5	9	4.3

Table 28

Question 17e: Tell What To Do If Displeased

Age	f	% of this Question	% of Total Total	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	26	12.6	30 (12.9)	14	53.8	9	34.6	2	7.7	1	3.8
32-44	119	57.8	135 (57.9)	58	48.7	44	37.0	11	9.2	6	5.0
45-58	61	29.6	68 (29.2)	33	54.1	15	24.6	11	18.0	2	3.3
Total	206	100.	233 (100.)	105	51.0	68	33.0	24	11.7	9	4.4



Table 29

Question 18: Transportation Driver O K ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	10	13.7	30 (12.9)	4	40.0	2	20.0	0	0	4	40.0
32-44	47	64.4	135 (57.9)	19	40.4	4	8.5	4	8.5	20	42.6
45-58	16	21.9	68 (29.2)	8	50.0	3	18.8	3	18.8	2	12.5
Total	73	100.	233 (100.)	31	42.5	9	12.3	7	9.6	26	35.6

Table 30

## Question 19: Vehicle Appropriate ?

Age	f	% of this Question	% of Total Sample	Yes	% of Group	No	%	Don't Know	%	Doesn't Apply	%
18-31	10	13.9	30 (12.9)	4	40.0	0	0	2	20.0	4	40.0
32-44	45	62.5	135 (57.9)	19	42.2	5	11.1	1	2.2	20	44.4
45-58	17	23.6	68 (29.2)	12	70.6	1	5.9	1	5.9	3	17.6
Total	72	100.	233 (100.)	35	48.6	6	8.3	4	5.6	27	37.5

Table 31

Question 20: How Satisfied With Program?

Age	f	%	% of Total Sample	Satisfied Or Very Satisfied	%	Dissatisfied Very Dissatisfied	%
18-31	27	12.9	30 (12.9)	20	74.1	7	25.9
32-44	122	58.1	135 (57.9)	87	71.3	35	28.7
45-58	61	29.0	68 (29.2)	46	75.4	15	24.6
Total	210	100.	233 (100.)	153	72.9	57	27.1

Table 32

## Coefficient of Reliability

Respondent	P <sub>n</sub>	
1	100%	
2	86%	
3	94%	
4	94%	
5	95%	
6	100%	
7	100%	
8	63%	
9	89%	
10	100%	
11	100%	
12	85%	
13	82%	
14	68%	
15	91%	
N = 15	P <sub>n</sub> - 1397	rr = 89.8%

Hypothesis 1.

There is no statistically significant difference in parent satisfaction between parents who received information concerning special education and parents who did not receive information regarding special education as measured by responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 33.

Table 33  
Question 1 By Question 20

	Satisfied	Dissatisfied	
Yes	109	25	134
No	28	27	55
Total	137	52	189
$\chi^2$			16.61656*
C			.28

\* $p < .0000$



Hypothesis 2.

There is no significant difference in parent satisfaction between parents who were told the results of the kindergarten screening and those who were not as measured by the responses of the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 34.

Table 34  
Question 2 By Question 20

	Satisfied	Dissatisfied	
Yes	8	4	12
No	13	1	14
Total	21	5	26
$\chi^2$			1.41644*
C			.23

\*p < .2340

Hypothesis 3.

There was no significant difference in parent satisfaction between parents who had a chance to meet with school personnel to discuss selection and purpose of tests before their child's evaluation was stated and those who did not meet with school personnel to discuss selection and purpose of tests as measured by responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 35.

Table 35  
Question 3 By Question 20

	Satisfied	Dissatisfied	
Yes	97	19	116
No	30	21	51
Total	127	40	167
$\chi^2$			10.63611*
C			.24

\*p < .0011

Hypothesis 4.

There is no significant difference in parent satisfaction between parents who were asked to attend and participate in a meeting where the educational plan for their child was written and those parents who were not asked to attend and participate in a meeting where the educational plan for their child was written as measured by the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 36.

Table 36  
Question 4 By Question 20

	Satisfied	Dissatisfied	
Yes	99	25	124
No	26	17	43
Total	125	42	167
$\chi^2$			5.37845*
C			.18

\*p < .0204

Hypothesis 5.

There is no significant difference in parent satisfaction between parents that were informed that they could bring a friend, advocate or specialist to the educational plan meeting and those parents who were not informed they could bring a friend, advocate or specialist to the educational plan meeting as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 37.

Table 37  
Question 5 By Question 20

	Satisfied	Dissatisfied	
Yes	54	12	66
No	61	28	89
Total	115	40	155
$\chi^2$			2.83095*
C			.13

\*p < .0925

Hypothesis 6.

There is no significant difference in parent satisfaction between parents that understood the results of the tests discussed at their child's core evaluation meeting and the parents who did not understand the results of the tests discussed at their child's core evaluation meeting as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 38.

Table 38  
Question 6 By Question 20

	Satisfied	Dissatisfied	
Yes	109	23	132
No	11	10	21
Total	120	33	153
$\chi^2$			8.06123*
C			.22

\*p < .0045



Hypothesis 7.

There is no significant difference in parent satisfaction between parents that had educational goals that were set for their child described to them in writing and language that they would understand and those parent that had educational goals that were set for their child described to them in writing and language that they could not understand as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 39.

Table 39  
Question 7 By Question 20

	Satisfied	Dissatisfied	
Yes	119	32	151
No	7	8	15
Total	126	40	166
$\chi^2$			6.04963*
C			.19

\*p < .0139

Hypothesis 8.

There is no significant difference in parent satisfaction between parents that were informed that they could either accept or reject the educational plan and those parents who were not informed that they could either accept or reject the educational plan as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 40.

Table 40  
Question 8 By Question 20

	Satisfied	Dissatisfied	
Yes	108	29	137
No	14	8	22
Total	122	37	159
$\chi^2$			1.67426*
C			.10

\*p < .1957

Hypothesis 9.

There is no significant difference in parent satisfaction between parent whose child's educational plan was completed within 30 school working days of the date they were notified and those parents whose children educational plan was not completed within 30 school working days of the date they were notified as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 41.

Table 41  
Question 9 By Question 20

	Satisfied	Dissatisfied	
Yes	62	11	73
No	31	19	50
Total	93	30	122
$\chi^2$			7.26393*
C			.24

\*p < .0070

Hypothesis 10.

There is no significant difference in parent satisfaction between parents whose child's educational plan was sent to them for approval within ten days of completion and those parents who did not receive their child's educational plan within ten days of its completion as measured by the responses by the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 42.

Table 42  
Question 10 By Question 20

	Satisfied	Dissatisfied	
Yes	72	17	89
No	22	18	40
Total	94	35	129
$\chi^2$			8.09864*
C			.24

\*p < .0044

Hypothesis 11.

There is no significant difference in parent satisfaction between parent whose child has had a core evaluation review each year since he/she initially began receiving special services and those parents whose child has not had a core evaluation review each year since he/she initially began receiving special services as measured by the responses in the parent questionnaire.

A test of significant was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 43.

Table 43  
Question 11 By Question 20

	Satisfied	Dissatisfied	
Yes	77	19	96
No	21	22	43
Total	98	41	139
$\chi^2$			12.58612*
C			.29

\*p < .0004



Hypothesis 12.

There is no significant difference in parent satisfaction between parent who did receive a written summary of the last review and those who did not receive a written summary of the last review as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 44.

Table 44  
Question 12 By Question 20

	Satisfied	Dissatisfied	
Yes	96	16	112
No	29	28	57
Total	125	44	169
$\chi^2$			22.03209*
C			.34

\*p < .0000

Hypothesis 13.

There is no significant difference in parent satisfaction between parents whose child is receiving all the services called for in his/her educational plan and those parents whose child is not receiving all the services called for in his/her educational plan as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 45.

Table 45  
Question 13 By Question 20

	Satisfied	Dissatisfied	
Yes	115	13	128
No	10	18	28
Total	125	31	156
$\chi^2$			38.94432*
C			.45

\*p < .0000

Hypothesis 14.

There is no significant difference in parent satisfaction between parents who received written progress reports every three months from the school and those parents who did not receive written progress reports every three months from the school as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 46.

Table 46  
Question 14a By Question 20

	Satisfied	Dissatisfied	
Yes	100	14	114
No	39	33	72
Total	139	47	186
$\chi^2$			24.56137*
C			.34

\*p < .0000

Hypothesis 15.

There is no significant difference in parent satisfaction between parents whose child's reports were clear to them and those parents whose child's reports were not clear to them as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 47.

Table 47  
Question 14b By Question 20

	Satisfied	Dissatisfied	
Yes	97	15	112
No	10	15	25
Total	107	30	137
$\chi^2$			23.30481*
C			.38

\*p < .0000

Hypothesis 16.

There is no significant difference in parent satisfaction between parents who have been told about their child's progress in school by letter, telephone or individual meetings in addition to report cards or quarterly progress reports and those parents who have not been told about their child's progress in school by letter, telephone or individual meetings in addition to report cards and quarterly reports as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 48.



Table 48  
Question 15 By Question 20

	Satisfied	Dissatisfied	
Yes	121	24	145
No	18	26	44
Total	139	50	189
$\chi^2$			29.24780*
C			.37

\*p < .0000

Hypothesis 17.

There is no significant difference in parent satisfaction between parents who found the information about their child's progress helpful and those parents who did not find this information helpful as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 49.

Table 49  
Question 16 By Question 20

	Satisfied	Dissatisfied	
Yes	128	15	143
No	5	20	25
Total	133	35	168
$\chi^2$			58.19664*
C			.50

\*p < .0000

Hypothesis 18.

There is no significant difference in parent satisfaction between parents who after receiving information from the school that their child attended would be able to share information with a friend about which special education teacher was working with the child and those parents who could not share with a friend information about which their child's special education teacher was working with the child as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 50.

Table 50  
Question 17a By Question 20

	Satisfied	Dissatisfied	
Yes	129	30	159
No	10	21	31
Total	139	51	190
$\chi^2$			29.11633*
C			.36

\*p < .0000

Hypothesis 19.

There is no significant difference in parent satisfaction between parents who after receiving an educational plan would be able to share information with a friend regarding which goals their child had attained and not attained and those parents who would not be able to share information with a friend regarding which goals their child had attained and not attained as measured by the responses in the parent questionnaire. Statistical data are presented in Table 51.

Table 51  
Question 17b By Question 20

	Satisfied	Dissatisfied	
Yes	110	14	124
No	23	36	59
Total	133	50	183
$\chi^2$			47.31030*
C			.45

\*p < .0000

Hypothesis 20.

There is no significant difference in parent satisfaction between parents who after receiving information from the school their child attended would be able to share information with a friend regarding the activities and methods which teachers used to assist their child in reaching their goals and those parents who would not be able to share information with a friend regarding the activities and methods which teachers used to assist their child in reaching their goals as measured by responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 52.



Table 52

Question 17c By Question 20

	Satisfied	Dissatisfied	
Yes	105	14	119
No	28	31	59
Total	133	45	178
$\chi^2$			32.59641*
C			.39

\*p &lt; .0000

Hypothesis 21.

There is no significant difference in parent satisfaction between parents who after receiving information from the school their child attended would be able to share information with a friend regarding what they (parents) could do to assist their child to achieve those goals and those parents who would not be able to share information with a friend regarding what they (parents) could do to assist their child as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 53.

Table 53  
Question 17d By Question 20

	Satisfied	Dissatisfied	
Yes	99	8	107
No	28	35	63
Total	127	43	170
$\chi^2$			45.99667*
C			.46

\*p < .0000

Hypothesis 22.

There is no significant difference in parent satisfaction between parents who after receiving information from the school their child attended would be able to share information with a friend regarding what they (parents) could do if they were not pleased with the way the services in the educational plan for their child were being carried out and those parents who would not be able to share information with a friend regarding what they (parents) would do if they were not pleased with the way services were being carried out as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 54.

Table 54  
Question 17e By Question 20

	Satisfied	Dissatisfied	
Yes	98	6	104
No	25	36	61
Total	123	42	165
$\chi^2$			54.67754*
C			.50

\*p < .0000

Hypothesis 23.

There is no significant difference in parent satisfaction between parents who indicated that the driver of their child's school transportation vehicle seemed to know how to deal with their child's needs and problems and those parents who indicated that the driver did not know how to deal with their child's needs and problems as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 55.

Table 55  
Question 18 By Question 20

	Satisfied	Dissatisfied	
Yes	23	6	29
No	5	3	8
Total	28	9	37
$\chi^2$			0.26596*
C			.08

\*p < .6061



Hypothesis 24.

There is no significant difference in parent satisfaction between parents who indicated that their child's transportation vehicle was appropriate for his/her needs and those parents who indicated that the transportation was not appropriate for his/her needs as measured by the responses in the parent questionnaire.

A test of significance was applied to the respondent's answer on the parent questionnaire. Statistical data are presented in Table 56.

Table 56  
Question 19 By Question 20

	Satisfied	Dissatisfied	
Yes	32	4	36
No	2	3	5
Total	34	7	41
$\chi^2$			4.36056*
C			.31

\*p < .0368

Hypothesis 25.

There was no significant difference in parent satisfaction among parents whose ages are between 18-31, 32-44, 45-58 as measured by responses in the parent questionnaire.

A test of significance was applied to respondents' answer to Question 21 on the parent questionnaire.

Statistical data are presented in Table 57.

Table 57

Question 21 By Question 20

Age	f	%	Total Sample % Age	Satisfied	%	Dissatisfied	%
18-31	27	12.9	30 (12.9)	20	74.1	7	25.9
32-44	122	58.1	135 (57.9)	87	71.3	35	28.7
45-58	61	29.0	68 (29.2)	46	75.4	15	24.6
Total	210	100.	233 (100.)	153	72.9	57	27.1

Hypothesis 26.

There was no significant difference in parent satisfaction among parents whose highest level of education was Elementary, High School, College or Graduate School as measured by responses in the parent questionnaire.

A test of significance was applied to respondents' answer to Question 22 on the parent questionnaire.

Statistical data are presented in Table 3.

Hypothesis 27.

There was no significant difference in parent satisfaction between economically needy parents and non-economically needy parents as measured by responses from Title I and Non-Title I schools.

A test of significance was applied to data on Title I and Non-Title I classification. Statistical data are presented in Table 4 and Table 5.



Table 58  
Panel Of Experts  
Validity

Area	Years In Field	Present Title
Public School Administrator		
# 1	10	Director
# 2	12	Coordinator
# 3	25	Director
# 4	14	Associate Super- intendent
Private School Administrator		
# 5	14	Headmaster
# 6	22	Headmaster
Collaboratives		
# 7	19	Director
# 8	12	Associate Director
# 9	16	Director
University Professors		
# 10	15	Director/Adjunct Professor
# 11	22	Agency-Director/ Adjunct Professor
# 12	30	Federal Grants/Admin- istrator/Guest Lec- turer
# 13	11	Assistant Professor

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